



FORSYTH SATELLITE ACADEMY HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 01M458
ADDRESS: 198 FORSYTH STREET
NEW YORK, NY 10002
TELEPHONE: 212-677-8900
FAX: 212-260-3063

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 01M458 **SCHOOL NAME:** Forsyth Satellite Academy

SCHOOL ADDRESS: 198 Forsyth Street, New York, NY 10002

SCHOOL TELEPHONE: 212-677-8900 **FAX:** 212-260-3063

SCHOOL CONTACT PERSON: Ingrid Roberts-Haynes **EMAIL ADDRESS:** IRobert4@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

***SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Ingrid Roberts-Haynes

PRINCIPAL: Ingrid Roberts-Haynes

***UFT CHAPTER LEADER:** Mark Rentflejs

***PARENTS' ASSOCIATION PRESIDENT:** Surin Rodriguez

***STUDENT REPRESENTATIVE:**
(Required for high schools) Arturo Nava

***ONCE THE ELECTIONS HAVE BEEN COMPLETED, ENTER THE NAMES IN THE SPACES PROVIDED.**

DISTRICT AND NETWORK INFORMATION

DISTRICT: 01 **CHILDREN FIRST NETWORK (CFN):** CFN 108

NETWORK LEADER: Sumita Kaufhold

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: Once the SLT has been formed, enter the names and positions in the spaces provided. If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Ingrid Roberts-Haynes	*Principal or Designee	
Mark Rentflejs	*UFT Chapter Chairperson or Designee	
Surin Rodriguez	*PA/PTA President or Designated Co-President	
Karen Grant	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Felicia Thomas	DC 37 Representative, if applicable	
Arturo Nava, Alfredo Laro	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Michael Britto, DC Television	CBO Representative, if applicable	
Geraldine De Leon	Member/ Teacher (UFT)	
Maritza Mercado	Member/Parent	
Dorothy Gamble	Member/Parent	
Francheska Howard	Member/UFT	
Julie Meador	Member/UFT	

(Add rows, as needed, to ensure all SLT members are listed.)

*** Core (mandatory) SLT members.**

SECTION III: SCHOOL PROFILE

Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, New School Proposal, etc.).

Forsyth Satellite Academy High School is an alternative, transfer high school created to work with young adults who have not been successful in traditional New York City public high schools. We were created in 1974 as a site connected to Satellite Academy High School (one school with four locations). We have been re-imagined in 2010 as an independent high school. We are a vital and diverse community of learners devoted to transforming young minds and lives through education. Over 79% of our students are eligible for free and/or reduced priced lunch. Our curriculum and support programs are designed to engage the students in study and reflection in a hands on and personalized manner. As such, Forsyth Satellite is a member of the New York Standards Performance Consortium. The Consortium consists of 28 schools in New York State that have received a NYSED waiver from administering Regents Examinations in the core subjects, except English Language Arts. Instead, our students are provided multiple pathways to express and exhibit learning culminating in a commencement – level performance based assessment task.

Forsyth Satellite Academy's mission is to provide students who have opted out of the larger traditional high school, an opportunity to complete their education in a smaller, student-centered learning community. We believe in the power of knowledge, words, art, relationships and non-violence. We nurture self-determination, hope and confidence in our students. Our 216 students enroll in classes that are designed to re-awake their love of learning and to foster a sense of community. Our curriculum encourages students to make connections between what they encounter on their academic journey and what they experience in their world. We are committed to fully preparing our students for life after high school whether college or the world of work. In fact, we strongly encourage our students to make college their first option. To emphasize, we have students enrolled in the College Now Program at several CUNY colleges. Truly, we are committed to preparing our students to be responsible, caring and ethical citizens, as well as nurturing and supportive family members. We expect our students to be active members of our learning community. Our consistent goal for change is to maximize our instructional capabilities so that students who have not been successful in their prior school experiences can gain the skills and habits that will lead to lifelong achievement.

At Forsyth Satellite Academy, we believe that EDUCATION IS LIBERATION and we do so by encouraging the norms of collaboration, compassion and communication. All of our new intake students participate in a series of courses that are designed to assist them in developing good habits of mind, work and heart. Staff members often work in collaborative teams and interdisciplinary classroom instruction is common. Students are asked to demonstrate their knowledge through inquiry based projects, portfolios and performance based assessment. Moreover, as a performance based assessment school, students are required to take and pass only one State Regents exam – the English Regents. Similarly, students must prepare and present portfolios and PBA's in Global and US History, Math and Science to meet State graduation requirements. In fact, Forsyth Satellite Academy High School has been a member of the New York Performance Standards Consortium since 1998. The Consortium provides strong support for the centrality of teacher collaboration and engagement in the design of courses, instruction, professional development, and all aspects of performance assessment. They also serve as advocates for member schools when meeting with state legislators,

the NY Board of Regents and City administrators. Moreover, they work with us to design interim assessments based on the mission and requirements of performance assessment. Lastly, they provide continued advocacy for education options for students, teachers, parents and schools within the public school system.

Our staff and professional development efforts use student work, classroom experience and data as the basis for discussion and exploration. Committees take on the responsibility of addressing many of the issues presented by the staff and are responsible for ensuring that there is ongoing opportunity for input and revision. Student textbooks are used, though a great deal of material is teacher generated and gathered from various professional publications and other texts. The use of the internet/technology for research has increased. Courses that make student produced video documentaries, power point presentations and web pages are also used as resources and strategies in other classes. Furthermore, we have collaborative relationships with outside consultants: Irondale, Sadie Nash Women's Leadership Institute, Institute for Psychoanalytic Training and Research, New York, City Writing Project, Manhattan Theatre Club, Facing History and Ourselves, Beth Israel Hospital and Project Stay. These consultants not only help our students to enhance reading, writing and presentation skills across subject areas, but also expose students to a range of artistic, leadership and counseling experiences. There are after school and vacation programs for helping students with skills and course achievement. We are re-building our athletic teams for young men and young ladies in co-ed softball, bowling and basketball.

All students are a part of Family Group or Advisory Group. These groups meet 3-4 hours each week and are an integral part of our program. Teachers attend after school workshops for developing their skills in this area. We work with Educators for Social Responsibility as well as retired Forsyth Satellite teachers to help us refine our practice. We have created handbooks for Family Group guidance and practice for both teachers and students.

As members of the Coalition of Essential Schools and Consortium for Performance Based Assessment, our work reflects the philosophy, principles and ongoing criteria for these groups. Essential elements of our program include staff committees, staff created SMART goals assessment/reflection, teacher portfolios, development of teacher leaders and performance based assessment. Title One funds are used to benefit all students through smaller class size and other strategies that maximize our resources to bring students who are over-aged and under-credited to successful matriculation towards graduation. Our special education students on register have resource room classes, but we use an integrated model (as was designed under the State Education Department Innovative Waiver for Integrated Model), that uses individualized/differentiated teaching approaches for all students.

Finally, all members of our learning community find that Forsyth Satellite Academy is a school where growth and effort lead to achievement and success.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York City Department of Education accountability and assessment resources, i.e., ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. Feel free to use any additional measures used by your school to determine the effectiveness of educational programs). It may also be useful to review your school's use of resources: New school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What are the most significant aids or barriers to the school's continuous improvement?

NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their needs assessment once additional student data becomes available.

- Over 95% of Forsyth Satellite students who are with us for more than two years, take and pass the ELA exam. In fact, that percent is reduced for students in traditional cohorts who have been with us for one or two semesters. There has been a historic academic weakness of our students in the core subject areas. More specifically, 65% of our students have struggled with their literacy skill development, writing skills and academic rigor. Nonetheless, students participate in PM school, vacation course programs, tutoring, credit recovery and summer school to increase performance and achievement on ELA exam and performance based assessment tasks. Truly, students who participate have at least a 5% increase in credit accumulation as compared to non-participating students. Over 98% of students who attend our school for two or more semesters pass PBA's in all core subject areas.
- Forsyth Satellite Academy has had a history of being successful in the following areas: credit accumulation, graduation rates, enhanced student portfolios, Family Group program, DYO assessment rubric results, increased numbers of students passing the ELA with scores over 65% (ultimately our goal is 75%), professional development/meeting agendas, teacher intervisitation, student produced documentaries, student participation rate in after school/vacation programs, benchmarks and PBA scores. Our College Initiative Program highlights evidence of accomplishments that prepares our students for their college experience. These accomplishments are reflected in college counseling logs, documentation of trips to colleges and fairs, our college courses: Senior Seminar and College Bound, speakers from colleges, partnership with College Now program at CUNY colleges, increased numbers of students who have applied and were accepted to colleges along with PSAT and SAT rosters. ESL/ELL initiative which ensures that all students who were identified as needing these services increase performance in ELA and PBA assessments. ELL student work includes reflecting listening, speaking, reading and writing skills, ongoing parent involvement and a comprehensive Language Assessment Policy.
- The significant challenges that Forsyth Satellite Academy High School faces are: Student Attendance, Parental Involvement, ELA/literacy issues and using the collaborative inquiry model to fully understand how to use data to drive instruction.

Student Attendance Forsyth Satellite's attendance rate for the 2008 – 2009 school year was 82.36% which demonstrates a 5% decrease from the prior school year. This data also does not account for the attendance of Long Term Absence (LTA) students.

As an alternative, transfer high school, attendance has always been an issue. We consistently plan, review and accumulate feedback on this issue. In fact, all of our student population comes to us after having had very poor attendance in their previous educational experiences. Though many of our students' attendance data have improved from their past schools, it is still an area that demands increased intervention and supports. Our goal is to achieve 85% attendance; as a result, attendance will be an important part of our School Leadership Team meetings as well as our weekly staff meetings. We will create a solid attendance intervention plan that includes: daily phone calls to homes (starting at 10am to get students in to school), follow up calls by advisors, attendance intervention meetings with the Student Goal Planning Team, home visits of students with 4 or more absences by the Attendance Teacher, incentives for students with 90% consistent daily and weekly attendance. We also will collaborate with the Attendance Teacher to reduce our 33 LTA's by providing placements in GED programs and other appropriate programs.

Parental Involvement This remains an ongoing area in need of improvement. We have a significant number of students who do not live with their parents and are also parents themselves. Over 10% of our students over the age of 18 do not live with their parents and are responsible for themselves and/or for their own child/children. We are most successful in engaging the parents of newly registered and senior students. Consistent parent involvement is an area of challenge for us and we will continue to address these issues at Leadership and parent meetings. Our Parent Coordinator and Community Assistants will continue to prioritize this area through weekly newsletters via email, encouraging parents to be a part of the Student Goal Planning Team, inviting parents to attend college trips with their children and scheduling parent workshops on the following: health, stress, college and careers, ARIS, academic and financial management.

ELA/Literacy This is another area of focus for us. For the June 2008 offering of the ELA Regents, Forsyth Satellite had a 56% passing rate. This improved to 76% for the June 2009 examination. We would like to sustain this passing rate while increasing the number of students that earn at least a score of 75 on the ELA Regents. To reach this goal, we have launched our Reading Initiative with the vision of developing a Reading Intensive School. We have re-designed the schedule to facilitate reading and writing each morning in the twenty minute Family Groups. Teachers collaborate with the Instructional Specialist in Literacy from the Network as well as with the consultant from the NYC Writing Project to create and modify curriculum that address student literacy needs. In fact, in all curriculum teachers must have evidence of the seven Learning to Learn Skill areas in Literacy (Group Work, Independent Work, Revision, Notetaking, Close Reading/Text on Text, Discussion/ Presentation and Numeracy (mathematical thinking outside of a Math class). We will create student led after school reading groups as well as teacher/ staff book club to show evidence that we have fully embraced a reading culture at our school. Teachers will also create a Teacher Portfolio that reflects lessons, units, articles, journal entries and reflections that document the implementation of the 7 Learning to Learn skills in Literacy.

Effectively using data to improve student achievement is also an area of challenge for us. Historically, we have used "soft data" to communicate student needs to each other as we worked to create interventions, referrals and next step options. Staff at our school have not consistently utilized the data system ARIS to inform practice as well as to promote student achievement. Currently, approximately 30% of the staff is consistently using ARIS. We would like this to improve to 100% via professional development, workshops and peer support. Leadership and teachers will use student data to complete students' needs assessments (SPED, ELL and general education)

and revise curricula. Staff will also use ARIS to develop an Inquiry Space for them to share, give feedback on activities and lessons that highlight the seven Learning to Learn skill areas.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their goals once additional student data becomes available.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Based on the findings and implications from the needs assessment the following are the goals of Forsyth Satellite Academy High School for the academic school year 2010-2011:

- **Goal #1:** Forsyth Satellite Academy will improve literacy across all content areas through a comprehensive literacy plan as is implemented in our Reading and Writing Initiative. Last year our ELA passing rate was 73%; This year we will increase it to 80%. In fact, the Literacy plan will focus on an interdisciplinary, literacy research-based inquiry learning approach that emphasizes reading, writing, listening and speaking. The main focus will be implementing the seven Learning to Learn Literacy skills (Close Reading/Text on Text, Discussion and Presentation, Group Work, Independent Work, Notetaking, Revision and Numeracy (mathematical thinking outside of a Math class) in all content areas. Students will produce high quality, comprehensive research documents that exemplify full fluency in literacy.
- **Goal #2:** Forsyth Satellite Academy will continue to focus on improving student attendance. Our goal is to achieve an 85% attendance rate by June 2011. We will work collaboratively with the Attendance Teacher and the Network Attendance Specialist to help us enhance and improve our attendance plan. We will continue to include attendance as a main topic at faculty, departmental, leadership and parent meetings.
- **Goal #3:** Forsyth Satellite Academy will continue to improve on our Parental Involvement plan. We will continue to host mandatory meetings for parents of newly registered and senior students held during the school day. For those parents who are not able to attend because of the time, we will schedule make up sessions. We will continue to conduct parent outreach by having our Parent Coordinator and our Community Assistant(s) send out weekly newsletters via email, insist that they serve on the Student Goal Planning Team as well as invite them to attend school spirit events and college trips throughout the school year. Monthly workshops focusing on health, stress, navigating the college experience, securing an email account, ARIS and Daedalus data systems, academic and financial management will be held for parents.
- **Goal #4:** Forsyth Satellite Academy staff will use the collaborative inquiry model to deepen our understanding of how to use data to improve student achievement. We plan on using the ARIS and Daedalus data systems to inform teachers, students, parents and leadership of daily attendance and cuts, interventions, promotion and pass rates. We will hire a consultant from the Daedalus data system to assist us in implementing that system at our school. Similarly, we will work closely (twice a month) with the Network Data Specialist on trainings/workshops on

how to effectively use the ARIS system. This data will also be the focus at faculty, departmental, leadership and parent meetings.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year.

NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their Action Plans once additional student data becomes available.

Subject/Area (where relevant): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1: By June 2011, Forsyth Satellite Academy will improve literacy across all content areas through a comprehensive literacy plan. Last year our students’ average score on the ELA exam was 73%; they will boost it by 7% to achieve a passing rate of 80%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action Plan: We will use the Reading and Writing Literacy Initiative Plan to create and modify curriculum; professional development strategies on scaffolding and differentiating the writing process with the consultant from the New York City Writing Project and the Network Reading Specialist; we will further explore methods for increasing student engagement in texts being used; we will analyze student data at mid-cycle (every 3 months) to determine growth and progress, we will analyze pass rates data at the end of each cycle; we will use interdisciplinary departmental meetings to discuss adapting readings, differentiating texts, sharing resources and discussing common goals; we will participate in monthly Inquiry Team Meetings; teachers will be engaged in the completion of SMART goals (two annual, one semester); we will use Google Docs to create a Curriculum Library for teachers to share, give feedback on activities and lessons that highlight implementation of the 7 Learning to Learn Literacy skills.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Aligning Resources: Forsyth Satellite will use Contract for Excellence and Title 1 allocations, departmental meetings, faculty meetings, team teaching/curriculum writing projects, use of consultants, implementation of DYO (Design Your Own) formative assessment rubrics, supplementary interdisciplinary academics through PM and vacation classes, Family Groups, classroom observations and teacher/student/parent surveys. Budget allocations will be modified if appropriate.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators: Forsyth Satellite will use Cycle benchmarks (four times per year – November, February, April, June) of student credit accumulation, PBA and ELA scores; increased numbers of students passing the ELA and PBA’s with a score of 75%, teacher/student survey results, Teacher Portfolio that reflects lessons, units, articles, journal entries and reflections that highlight implementation of the 7 Learning to Learn skills in Literacy; seniors will write, present and defend an 8-10 college level research paper; increase in students’ ability to read and analyze articles, short stories and themes in novels; student presentation of Learning to Learn skills portfolio at the end of each cycle (every 3 months), student after school book and Newsletter clubs, teacher reading club/group.</p>
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year.

NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their Action Plans once additional student data becomes available.

Subject/Area (where relevant): Student Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 2: To improve student attendance Forsyth Satellite Academy will achieve an 85% attendance rate by June, 2011. Last year our attendance rate was 82%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action Plan: Forsyth Satellite will provide professional development motivational strategies for all staff to support the outreach efforts to increase student attendance, formal and informal assessments and the relation to student attendance will be analyzed, academic support services, tutoring, counseling services, credit recovery, academic and attendance awards ceremonies to celebrate student achievement and progress three times a year (November, February, April), mid and end cycle intervention conferences with students' Goal Planning Team, study groups, mentoring and data comparisons will help to increase student attendance.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Aligning Resources: Forsyth Satellite will use Contract for Excellence and Title 1 allocations which include departmental meetings, team teaching/curriculum curriculum projects, use of consultants, counselors, leadership projects, classroom observations, Family Group discussions and activities, monthly Town Hall Meetings facilitated by CUNY/Columbia University consultants from the Black Male Initiative, Attendance Teacher/Network Attendance Specialist, teacher/student/parent surveys, college trips and attendance incentives. Budget allocations will be modified if appropriate to increase student attendance.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators: Forsyth Satellite will use Cycle benchmarks (four times per year - November, February, April, June) of student credit accumulation and promotion, participation rate in PM/vacation courses/credit recovery/tutoring, PBA and ELA scores, increased involvement of student leaders in creating and facilitating agendas for Town Hall meetings, increased involvement of student generated and student led events to promote school spirit, increased</p>

	parental involvement, data examination as indicators of interim progress and/or accomplishment.
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year.

NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their Action Plans once additional student data becomes available.

Subject/Area (where relevant): Parental Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 3: To improve Parent Participation in school events.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Action Plan: Forsyth Satellite will host mandatory meetings for parents of newly registered and senior students held during the school day; monthly Parent Association meetings; monthly SLT meetings, parent outreach by having the Parent Coordinator and Community Assistant(s) send out weekly newsletters/updates via email; parents serving on Student Goal Planning Team; bi-monthly parent events: parent breakfasts/dinners/brunches, parent visit day(s), monthly workshops focusing on health, stress, navigating college, careers, technology, ARIS and Daedalus data systems, book club, academic and financial management.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Aligning Resources: Forsyth Satellite will use Title One Parental Involvement allocations to facilitate the following: Parent Association and School Leadership Team meetings, newsletters, meeting agendas and attendance logs, college trips, consultants, technology (computers), food, book club. Budget allocations will be modified if appropriate to increase parental involvement.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators: Forsyth Satellite will use Cycle benchmarks (four times per year - November, February, April, June) of student credit accumulation and promotion, increased PBA and ELA scores, increased parental communication and involvement (75%) attendance at events and meetings, increased mentoring and internship opportunities for students, data examination as indicators of interim progress and/or accomplishment.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Indicators: Forsyth Satellite will use Cycle benchmarks (four times per year – November, February, April, June) of student credit accumulation and promotion, participation rate in PM/vacation courses/credit recovery/tutoring, increased PBA and ELA scores, increased parental communication and involvement, data examination as indicators of interim progress and/or accomplishment, Collaborative Inquiry Team analysis, Teacher Portfolio, Scaffolded Curriculum.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4.. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT (NOT APPLICABLE TO NEW SCHOOLS)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE) – NOT APPLICABLE TO NEW SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	94	94	94	94	0	94	47	73
10	70	70	70	70	0	70	52	53
11	51	51	51	51	0	51	39	43
12	15	15	15	15	0	15	11	11

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> ➤ Tutoring and PM school are offered after school. Students will be identified using three categories: self-identification as needing help, teachers/Family Group advisors identify them, subject teachers identify them for tutoring or PM classes. For many students this support is voluntary; for those who are targeted by the staff, they are mandated to attend sessions. Tutoring is scheduled on a daily basis with varying hours. Teachers also volunteer to be available during their prep time and lunch time to meet and work with students ➤ PM classes, Family Group focus on literacy skills and reading strategies ➤ Vacation courses ➤ Saturday classes that begin in the Spring to assist in preparation for the ELA Regents exam. Consultants will offer additional support before/after school; New York City Writing Project, Urban Video, DC Television, professors from New York University and Columbia University, Irondale, Manhattan Theatre Club
Mathematics:	<ul style="list-style-type: none"> ➤ Tutoring is offered after school. Students will be identified using three categories: student self identification as needing help, teachers/Family Group advisors identify students or subject teachers target them as needing tutoring or PM school help. For many students this support is voluntary, but for some it is mandatory. Tutoring is scheduled daily with varying hours. Teachers are also available to work with students during lunch and prep times. ➤ PM classes that focus on Math. ➤ Consultants will offer additional support before/after school. ➤ Vacation courses to build skills and content knowledge.
Science:	<ul style="list-style-type: none"> ➤ Tutoring and prep is offered after school. Students will be identified using three categories: self-identification as needing help, Family Group advisors/teachers identify students for tutoring and PM classes. For many students it is voluntary, but for some it is mandated based on their needs assessment. Teachers are available during their prep and lunch time to work with students. ➤ PM classes that focus on Science. ➤ After school/Saturday Robotics class to develop additional skills in Physics. ➤ Consultants will offer additional support before /after school.
Social Studies:	<ul style="list-style-type: none"> ➤ Tutoring and prep is offered after school. Students will be identified using three categories: self-identification as needing help, Family Group advisors/teachers identify students for tutoring and PM classes. For many students it is voluntary, but for some it is mandated based on their needs assessment. Teachers are available during their prep and lunch time

	<p>to work with students.</p> <ul style="list-style-type: none"> ➤ PM classes that focus on preparation for PBAT's, portfolios and college level research papers.
At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> ➤ All students are in a Family Group with a trained advisor. Students work with the group and advisor during their entire educational experience at Forsyth Satellite Academy. ➤ It is a regularly scheduled class that meets 70 minutes twice a week; 20 minutes three times a week. ➤ Family Group provides academic support as well as social/emotional support to assist students in progressing towards promotion and meeting graduation requirements. ➤ Family Group advisors work closely with related service providers, counselors, Student Goal Planning Team and parents.
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> ➤ Students meet regularly with the Social Worker to address issues related to academic progress and achievement, social, emotional and mental health issues. ➤ Social Work interns work weekly with students; we collaborate with counseling institutions to provide additional resources. ➤ Outreach is done for service that may not be available within the school. ➤ Counseling services are available before, during and after school. ➤ Senior Seminar class meets once weekly with counselors and Social Worker. ➤ Our Social Worker and IPTAR have weekly scheduled groups as well as conduct individualized sessions with "at risk" students. ➤ Counselors and Social Worker maintain daily meeting schedules that include referred students in crisis (as identified by teachers/Family Group advisors) and regularly scheduled students.
At-risk Health-related Services:	<ul style="list-style-type: none"> ➤ We focus on HIV/Aids Awareness, wellness through health fairs and the Family Group/Advisory curriculum. ➤ There are various groups that support teen parents, gay-lesbian students and students with self-esteem and family issues.

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Currently, Forsyth Satellite is servicing 4 ELL students in grades 9 - 12. Of these students, 2 are Long Term ELLs and 1 is a Newcomer. Based on NYCESLAT, Lab – R and informal testing, 3 of the students are rated intermediate / advanced. All students receive the mandated instruction time under CR Part 154, based on the appropriate levels of proficiency. Presently, we offer a free - standing ESL program with push in / pull out options. Proficient ELL students transition into our regular and special education classes. We address required modifications on an individual basis. Of the intermediate level students, we anticipate they will successfully exit from ESL based on the NYCESLAT criteria.

For all students, Forsyth Satellite has developed a curriculum plan that addresses language and literacy acquisition. Each content course is taught in English and students are required to write in English. Students are especially encouraged to maintain dialogue journals with teachers. Cooperative learning is incorporated into lessons providing students with shared learning opportunities. Other strategies include one-on-one tutoring, counseling, teacher collaborations and academic intervention services. Additionally, students are offered the opportunity to infuse their personal experiences in classes via the use of the Language Experience Approach and culture studies projects. In lieu of Regents examinations in science, mathematics, US History and Global History, students are required to produce an extensive body of work reflective of topics covered in the course. Each student is required to orally present this work. All courses are aligned with state learning standards and are supportive of both ESL and Special Education instructional methodologies such as visual aids and large print items. Each classroom has a content library that is categorized by level of proficiency. These libraries will continue to be upgraded as our school focuses on the needs of our ELA and ELL students.

Currently, there are no SIFE or SPED ELL students enrolled at Forsyth Satellite. However, our Language Allocation Policy is prepared to address the needs of these students should future enrollment require these services.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Satellite Academy provides professional development in ESL strategies for all teachers as a means of additional individualized instruction for ELL students. These strategies can be utilized in content courses and / or advisory groups. As required by the NYC Jose P regulation, Forsyth Satellite provides at least 7.5 hours of professional development per year of ESL information for general education teachers and 10 hours for special education teachers. Professional development includes but is not limited to consultants, mentors, research articles, seminars and webinars.

Section III. Title III Budget

School: Forsyth Satellite Academy

BEDS Code: 310100011458

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$3,568.30	(85 hours of per session for ESL and General Ed teacher to support ELL Students: 85 hours x \$41.98 (current teacher per session rate with fringe) = \$3,568.30)
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$450	(Leveled Books)
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$4,018.30	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

*We assess the language needs of our students during the intake process via interviews with the student / parents and completion of the Home Language Survey. As additional evidence, we also examine the ELL history, ATS, emergency contact information and in-house assessments.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

* The findings of our assessment suggest that the native language of our students outside of English is Spanish. The native language of each of our ELL students is Spanish. These statistics are shared with parents during our annual orientation meeting and as necessary during our monthly PA meetings. This data can also be found via the school's DOE portal. Currently, we have several staff members that are fluent in Spanish. As a result, we have not required the services of the DOE Translation Services Unit.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

* Currently, we have several staff members that volunteer to translate all necessary documents for parents and students. The staff members are available on a daily basis if an emergency need arises. If required, we will contact the DOE Translation Services Unit for assistance.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
*The staff members that provide written translations are also available to provide oral translations on a daily basis. These staff members are also available during evening conferences, open school nights and PA meetings.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

* On an annual basis, Forsyth Satellite Academy analyzes the results of the Home Language Survey. From this data, we determine the number of families that require translation services. For each document that is provided to students and parents, an additional document is created in the required languages. In our main office, we have posted signs in the required languages advising parents and visitors of the available oral translation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$154,884	\$40,584	\$195,468
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1548.84	\$405.84	\$1954.68
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$7744.20	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$15,488.40	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ___100%_____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. NA

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School

Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS – NOT APPLICABLE TO NEW SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by

ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – Must be completed by all new schools

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Our Title I population is approximately 97%, therefore, our instructional program is developed to service these students according to NCLB.

1. Use program resources to help participating children meet the State standards.
Section V and VI and Appendix 1 (pp 10 - 17, 20 – 21)
2. Ensure that planning for students served under this program is incorporated into existing school planning.
NA
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
Appendix 1 (pp 20 -21)
4. Coordinate with and support the regular educational program;
Appendix 1 (pp 20 -21)
5. Provide instruction by highly qualified teachers;
All content teachers are highly qualified
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 - Parent Workshops on issues related to males of color, literacy, college readiness, lifeskills, stress etc.
 - Professional Development workshops/support with consultants from the New York City Writing Project, Ramapo Camp for Children, AUSSIE, Medgar Evers College Black Male Initiative, Leadership Academy, SESIS/SPED training, New York University, Teacher’s College at Columbia University and Institute for Psychoanalytic Training and Research.
7. Provide strategies to increase parental involvement; and
Section V and VI (pp 10 -17)

8. Coordinate and integrate Federal, State and local services and programs.
Appendices 1 – 4 and 7

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

NOT APPLICABLE

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

NOT APPLICABLE

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) 4
2. Please describe the services you are planning to provide to the STH population.

We plan to conduct outreach efforts to identify the STH population and collect data to assess their needs. As needed, we will provide: academic programs and educational support services, basic and emergency supplies, extended hours in computer rooms, counseling services, parent workshops / seminars, transportation.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

Attach New School Proposal

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Forsyth Satellite Academy						
District:	1	DBN:	01M458	School		310100011458	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K			0				
Kindergarten			0				
Grade 1			0				
Grade 2			0				
Grade 3			0				
Grade 4			0				
Grade 5			0				
Grade 6			0				
Grade 7			0				
Grade 8			0				
Grade 9			106				
Grade 10			56				
Grade 11			58				
Grade 12			0				
Ungraded			0				
Total			220				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
			81.4

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes			0	Principal Suspensions			
# in Collaborative Team Teaching (CTT) Classes			0	Superintendent Suspensions			
Number all others			25				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants			
Early College HS Program Participants			

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes			TBD	Number of Teachers			
# in Dual Lang. Programs			TBD	Number of Administrators and Other Professionals			
# receiving ESL services only			TBD				
# ELLs with IEPs			TBD				

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
				% fully licensed & permanently assigned to this school			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native			3.2	% core classes taught by "highly qualified" teachers			
Black or African American			28.2				
Hispanic or Latino			63.6				
Asian or Native Hawaiian/Other Pacific			1.4				
White			3.6				
Male			45.0				
Female			55.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
							v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA:
Math:	Math:
Science:	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students							
Ethnicity							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:				Overall Evaluation:			
Overall Score:				Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:				Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:				Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the</i>				Quality Statement 5: Monitor and Revise			
Student Progress:							
<i>(Comprises 60% of the</i>							
Additional Credit:							

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
v = Made AYP				U = Underdeveloped			
vSH = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
– = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

Title I Parent Involvement Policy and Parent-School Compact Forsyth Satellite Academy

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore Forsyth Satellite Academy, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Forsyth Satellite Academy'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 Advisory Council, as trained volunteers and welcomed members of our school community. Forsyth Satellite Academy will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and ARIS);
2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Forsyth Satellite Academy's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our 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 Forsyth Satellite Academy 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, Forsyth Satellite Academy 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 Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator 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 for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- 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 Title I Parent Annual 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; and
- 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.

Forsyth Satellite Academy will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Section II: School-Parent Compact

Forsyth Satellite Academy, *[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. Forsyth Satellite Academy staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- 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;

- convening a Title I Parent Annual 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, child care or home visits 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; and
- 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:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

- 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; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- 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. I will also:
 - 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., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - 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; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Forsyth Satellite Academy on October 8, 2010.

This Parent Involvement Policy was updated on October 10, 2010.

The final version of this document will be distributed to the school community on October 21, 2010 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

[1] This template was designed by the Office of School Improvement in collaboration with the New York State Education Department, Office of School Improvement and Community Services (NYC) and the Office for Family Engagement and Advocacy. This template is aligned to fully comply with the parent involvement requirements as outlined in Title I, Part A, Section 1118 of the No Child Left Behind (NCLB) Act.

[2] Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 108	District 1	School Number 458	School Name Forsyth Satellite Ac
Principal Ingid Roberts - Haynes		Assistant Principal NA	
Coach NA		Coach NA	
Teacher/Subject Area Mary Ackermann / ESL		Guidance Counselor NA	
Teacher/Subject Area Mark Rentflejs / Foreign Lang		Parent Surin Rodriguez	
Teacher/Subject Area Francheska Howard / Acad Coord		Parent Coordinator Erik Nolan	
Related Service Provider Gina Mack / SPED		Other type here	
Network Leader Sumita Kaufhold		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	13

C. School Demographics

Total Number of Students in School	216	Total Number of ELLs	4	ELLs as Share of Total Student Population (%)	1.85%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
1. Forsyth Satellite is a transfer high school that services under - credited / over aged students. Thus, our students have often attended at least one other NYC high school. The initial determination of ELL status would have occurred before a student enrolled at our school. When a student decides to join our community, we review their current ELL assessment data to ensure we offer the necessary services. We do not conduct initial assessments for Bilingual services.
2. Our current staffing aonly affords us the opportunity to service ELL students that require a free standing program. When students apply to our school, we conduct orientation workshops to describe these services to the parents of prospective students. In this manner, they can decide if Forsyth Satellite will be able to meet the needs of their child.
3. NA
4. Currently, Forsyth Academy provides a free standing ESL program. The number of students requiring services determine the structure of the program. Right now, our community services four ELLs that are performing at the proficient level. Therefore, they are programmed for an English only ELA course with the ESL teacher. The additional mandated service time is provided via a push in / pull out. As additional support, all communication sent to parents is provided in English and the native home language.
5. NA
6. Unfortunately, our current staff cannot accommodate parent requests. We can only service ELL students that re

Part III: ELL Demographics

A. ELL Programs

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

<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	1			1			2			4
Total	1	0	0	1	0	0	2	0	0	4

Number of ELLs in a TBE program who are in alternate placement: 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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																
Spanish																			0	0
Chinese																			0	0
Russian																			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																
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____ Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____ Asian: _____ Hispanic/Latino: _____

Native American: _____ White (Non-Hispanic/Latino): _____ Other: _____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4				4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
TOTAL	0	4	0	0	0	4								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. We strive to provide the best learning environment for all our students, therefore, we have an eclectic organizational and program model for the delivery of instruction. Our courses are departmentalized, but, there is common collaboration across the disciplines. All classes have a heterogeneous mix of student abilities. We provide self contained services for our SPED students, but not ESL. However, we also provide pull-out sessions for our ELL and SPED students.

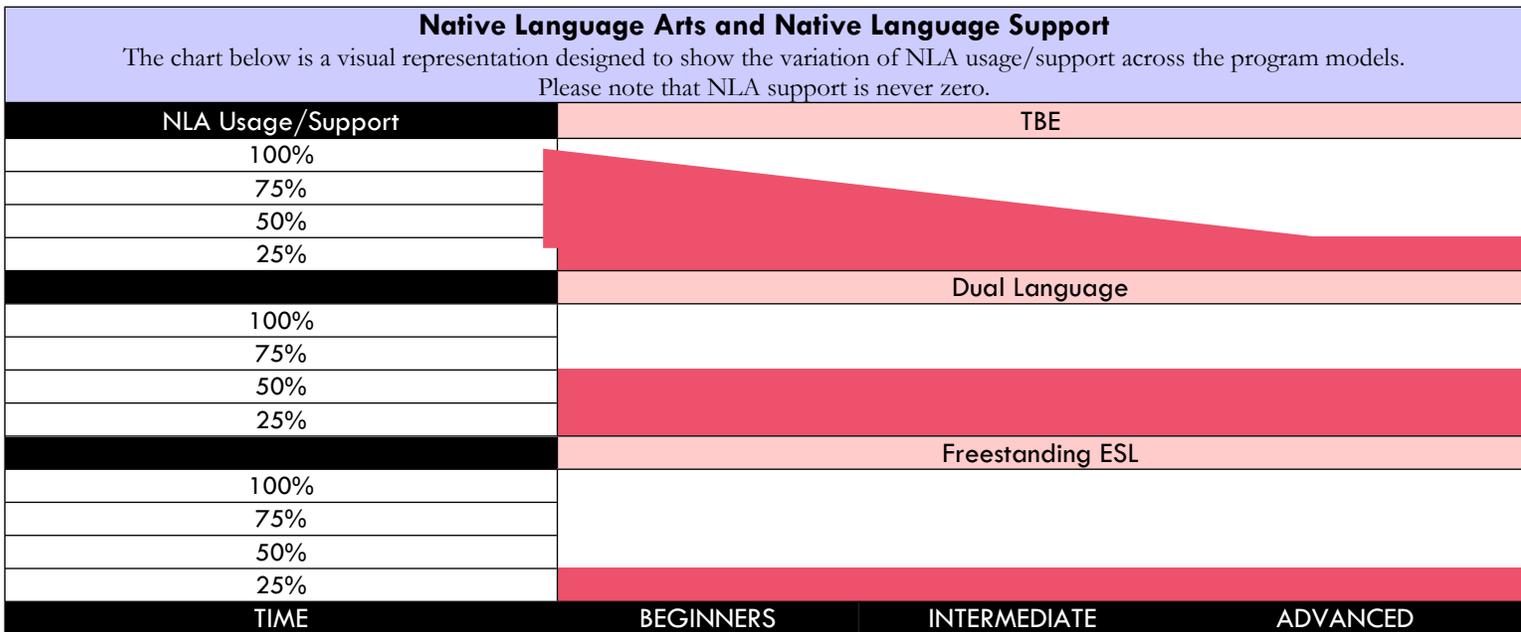
2. Since our current ELL students are at the proficient level, they can receive English only instruction. The program of the certified ESL teacher provides the opportunity for students to receive 280 minutes per week in an English only literacy course. The ESL teacher has an additional 250 minutes per week to provide the required 180 minutes of ESL services.

3. The content areas are delivered in English only. Through the mandated 7.5 hours of ELL professional development, the ESL teacher provides content area teachers with methodologies and strategies to support ELL students. This includes the use of technology, manipulatives, modeling and differentiation. We also require that all content areas provide literacy instruction for all students to enrich reading, writing and speaking skills.

4. We currently do not service SIFE students. As a free standing ESL program, we can provide the mandated minutes of ESL instruction for advanced and proficient students. Once they have received a proficient rating on the NYSESLAT, we continue to provide the mandated time of ESL instruction and ELA instruction through the two year transitional period. This entire sequence requires a minimum of three years, therefore, our instructional program is the same for all ELL subgroups. It is rare that a student, ELL or non ELL, remains in our community for more than three years. The differentiation of instruction occurs during their content courses and the pull out sessions with the ESL teacher.

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

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



B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

6. As a transfer school, we anticipate students to remain in our community for a limited time. Therefore, once they have been rated proficient on the NYSESLAT, we continue to provide ESL services until they graduate. This is usually less than three years. Our goal is to prepare students for college without the need for remedial courses.

7. We will be considering online courses and service learning.

8. NA

9. The ELLs in our community are programmed in the same manner as non ELL students. They receive the same Academic Intervention Services and counseling services as non ELL students. They can also participate in vacation courses, summer school and independent studies that are provided to school community.

10. Because our ELL population is proficient, they utilize the same technology as non ELL students. This varies according to discipline and course objectives.

11. ESL: Native language support is provided via written materials and oral translation services as needed.

12. Yes

13. NA

14. American Sign Language, Japanese, Arabic and Tagalog

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

<ol style="list-style-type: none"> Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.) What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
<p>1. Our certified ESL teacher receives over 50 hours of professional development (PD) over the course of the school year. This is obtained via PD offered by the CFN Network, NYCDOE, NYSED, consultants, journals and webcasts / webinars. To be more specific to the needs of our students, a consultant from the NYC Writing Project provides weekly PD on literacy instruction.</p>
<p>2. NA</p>
<p>3. The minimum 7.5 hours of ELL training for all staff as per Jose P is provided during the once per month workshops / seminars conducted by the ESL teacher and the weekly PD provided by the literacy consultant. The workshops provide strategies, methodologies and new research in teaching ELLs.</p>

E. Parental Involvement	
<ol style="list-style-type: none"> Describe parent involvement in your school, including parents of ELLs. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? How do you evaluate the needs of the parents? How do your parental involvement activities address the needs of the parents? 	
<p>1. Historically, parental involvement in our school has been poor. We have a functioning PA, however, we have less than 10 parents that are actively involved, none of which are the parents of ELL students. We also have one parent that volunteers on a regular basis.</p>	
<p>2. No, but we considering proposals to provide these services.</p>	
<p>3. The initial needs of the parents are determined during the orientation meeting. Once the student is enrolled in our community, parents have the opportunity to share their concerns via conversations with advisors, the Parent Coordinator and other members of the school community.</p>	
<p>4. Our parental involvement activities address the needs of parents that are preparing their children for independent living and / or college. Our parent coordinator, social worker and college advisor conduct workshops on relevant topics such as stress management, financial literacy, parenting and the college application process.</p>	

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

LISTENING/SPEAKING	B													
	I													
	A									1				
	P									3				
READING/WRITING	B													
	I									3				
	A									1				
	P													

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		0	
Math <u>Algebra</u>	1		0	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2		0	
Physics				
Global History and Geography	2		1	
US History and Government	1		0	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Forsyth Satellite is a literacy intensive school. We assess the early literacy skills of our ELLs in the same manner as our non - ELLs. When students apply to the school, they submit a writing sample and complete a reading comprehension exercise. We review their ELA scores and credit accumulation in English. From this data, we determine how to allocate / schedule our additional services such as The Writing Project and literacy specialist. Because all our ELLs are proficient, we provide them with over 180 minutes of ELA instruction per week and at least 180 minutes of ESL instruction per week. We adjust our programming according to the number of ELLs in the community and their proficiency level. We also evaluate the success of our ELL program in the same manner that we assess the literacy program for our non ELLs. We examine the passing rates on the ELA, credit accumulation and teacher evaluations.

4 / 5. NA

Additional Information

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

how to scheduPaste additional information here

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.-
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$154,884	\$40,584	\$195,468
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,549	\$406	\$1,955
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$7,744	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$15,488	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ___100%_____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. NA

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is

available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS – NOT APPLICABLE TO NEW SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Please refer to Section IV of the School Comprehensive Education Plan

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

- included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

Please refer to Appendix 1, Section II pp 18 – 19 of the School Comprehensive Education Plan (CEP).

3. Instruction by highly qualified staff.

Our staff is 100% highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

We have allocated resources to hire consultants from AUSSIE and Ramapo for Children to provide over 200 hours of professional development in classroom management, instructional delivery, lesson planning and professionalism.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

N/A

6. Strategies to increase parental involvement through means such as family literacy services.

Please refer to the Action Plan for Goal #4 on page 15 of the Comprehensive Education Plan.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

As members of the Coalition of Essential Schools and Consortium for Performance Based Assessment, we utilize a DYO assessment system. We allocated resources to compensate teachers for after / before school curriculum planning, assessment design and reviewing student work. Additionally, we allocated resources for class coverage so that teachers may attend Professional Development provided by the Consortium.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The Academic Intervention Services that we provide are listed in Part B of Appendix 1 on pp 18 – 19 of the School Comprehensive Plan (CEP).

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We scheduled resources to provide positions for Community Associates, a Social Worker, a Parent Coordinator and additional school aides. The professionals in these positions coordinate the service learning initiative, coordinate the Respect for All program, support the Students in Temporary Housing, and arrange vision / hearing care.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$130,103	✓	18 -19
Title I, Part A (ARRA)	Federal	✓			\$40,178	✓	18 - 19
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal			✓			
Tax Levy	Local	✓			\$1,223,107	✓	10 - 15

¹ **Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

