



**ARTURO A. SCHOMBURG SATELLITE ACADEMY BRONX  
[ASSAB]**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 12X446**

**ADDRESS: 1010 REV. JAMES POLITE AVENUE BX, NY 10459**

**TELEPHONE: 718-542-2700**

**FAX: 718-589-3710**

**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....12**

**SECTION V: ANNUAL SCHOOL GOALS.....14**

**SECTION VI: ACTION PLAN.....15**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....18**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....20**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....24**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....32**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....34**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, AND RESTRUCTURING.....47**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)....48**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....49**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....50**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 12X446      **SCHOOL NAME:** Arturo A. Schomburg Satellite Academy  
Bronx

**SCHOOL ADDRESS:** 1010 Rev. James Polite Avenue Bronx, NY 10459

**SCHOOL TELEPHONE:** 718-542-2700      **FAX:** 718-589-3710

**SCHOOL CONTACT PERSON:** Troy Shawn Welcome      **EMAIL ADDRESS:** swelcom@  
schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Marsha Vernon

**PRINCIPAL:** Troy Shawn Welcome

**UFT CHAPTER LEADER:** Carol Kennedy

**PARENTS' ASSOCIATION PRESIDENT:** Lateshe Lee (I.A.)

**STUDENT REPRESENTATIVE:** Stephany Colon  
*(Required for high schools)*

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 12      **CHILDREN FIRST NETWORK (CFN):** 108

**NETWORK LEADER:** Sumita Kaufhold

**SUPERINTENDENT:** Geri Taylor-Brown

## 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: 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
<b>Troy Shawn Welcome</b>	*Principal or Designee	
Carol Kennedy	*UFT Chapter Chairperson or Designee	
Lateshe Lee	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Marisa Cibelli-Barrett</b>	DC 37 Representative, if applicable	
Stephany Colon	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Darrel Washington	Member/parent	
Iris Clarke	Member/teacher	
Marsha Vernon	Member/Chair	
Gladiz Rivera	Member/parent	
Gloria Arroyo	Member/parent	
Nana Amoah	Member/parent	
	Member/	

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

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. 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, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

---

Arturo A. Schomburg Satellite Academy Bronx is a school serving over age students who have attended other high schools prior to Satellite. We were apart of a multi-sited school (Satellite Academy) and are now or own newly established school. Our student population is 1-3 years over age and they have attended 1-2 other high schools before coming to our school. Over 80% of our students are eligible for free and/or reduced price lunch. Our curriculum and support programs are designed to engage the students in study and reflection in a hands-on and personalized manner. We are a newly formed developing school. Our instructional program focuses on helping students develop effective learning and interpersonal habits.

Arturo A. Schomburg Satellite Academy Bronx is committed to providing students, who have opted out of the larger traditional high schools; an opportunity to complete their education in a smaller, student centered learning community. We offer our students the opportunity to complete performance based assessment through a state waiver granted to the New York Performance Standards Consortium. Our mission is to help our students grow and develop academically and emotionally, assisting them as they develop successful strategies for dealing with academic challenges as well as the personal challenges presented by life outside the school. We are committed to helping students find alternatives to conflict and violence. We are committed to preparing our students so that they have the option of attending college. We are committed to preparing our students to be responsible, caring and ethical citizens, as well as caring and supportive family members. We expect our students to be active members of our learning community. Our mission 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.

Our school functions in a collaborative manner, designing its own professional development and academic program aligned with the goals and objectives identified by the school in conjunction with city and state mandates and standards. Our staff meetings will be opportunities for professional development focusing on topics such as staff assessment, standards-based instruction, performance based assessment, family/advisory group and creating an engaging learning community.

Students will participate in a series of courses designed to help them develop good habits of mind, work, and heart. Students will demonstrate their knowledge through projects and portfolios.

Our staff/professional development efforts will use student work and classroom experience, as well as data, as the basis for discussion and exploration. Committees will be responsible for making certain that there is continuous opportunity for input and revision of school-based issues. Textbooks and teacher generated material, gathered from various publications and other texts, will be used in

classrooms. The use of the Internet for research will be utilized and students will produce power point presentations and web pages. Bronx River Arts, one of our CBO's will help to enhance reading, writing and presentation skills across all subject areas and expose students to a range of artistic experiences. There will be after school and vacation programs for helping students with skills and course achievement.

All students are part of a family 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 provide time for workshops and have put together family group materials.

As New York State Compact Partners and members of both the Coalition of Essential Schools and the New York Performance Standards Consortium, our work reflects the philosophy, principles and ongoing criteria of these groups. Essential elements of our program include staff committees, staff assessment and performance based portfolio assessments.

Arturo A. Schomburg Satellite Academy Bronx is a School Wide Program. Our Title 1 funds are used to benefit all students through smaller class size and other strategies that maximize our resources to bring students who are behind in age and grade to successful matriculation towards graduation.

Our school has special education students and ELL students on register and use individualized/differentiated teaching approaches for all students.

**We are a new school and therefore respectfully request consideration when reviewing our statistical data. We are in the process of the first year development of base line data.**



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Arturo A. Schomburg Satellite Academy Bronx				
<b>District:</b>	12	<b>DBN #:</b>	X446	<b>School BEDS Code:</b>	321200011446

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<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 type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)				
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10	
				CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(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				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
<b>Male</b>								
<b>Female</b>								

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*  
 \*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 \*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## 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 State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and 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: last year's 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 have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

- The most significant challenges that we have are: ELA/literacy issues, student attendance, and graduation rate.

As a transfer school, we are evaluated by the state based on the formula used for "traditional" cohorts, as opposed to an "alternative assessment" evaluation. New implementation for "alternative cohorts" under NCLB and SURR status give us hope that our successes will be more accurately reflected, now and in the future.

- When we were apart of Satellite Academy High School over 95% of students, who were with us for more than two years, passed the ELA exam. However, historically Schomburg students have struggled with receiving high grades on the ELA Regents exam.
- Student attendance is always a concern and we intend to plan, review and accumulate feedback on this issue. Students come to us after having had very poor attendance in their previous schools. Attendance is an area that needs improvement and support. Our plan is to reach a consistent attendance rate of 75% plus school-wide. Attendance will be an important part of our Leadership Meetings for the 2010-2011 school year. We will contact the homes, parents and guardians, on a daily basis, of students who are absent. We plan to work with support staff on this issue. We plan to increase our LTA placements in GED programs and other appropriate venues.
- Our third primary area of concern is our 6 year student graduation rate. In the 2009-2010 school year Arturo Schomburg had a 58.2% graduation rate. We would like to focus our energy on improving this rate. Due to low attendance, low credit earnings, and the difficult life circumstances that our students face outside of school we understand the severity of this area of concern.



## 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.

**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) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

---

1. Arturo A. Schomburg Satellite Bronx will improve literacy, school-wide, through a comprehensive literacy plan across content areas. This will be measured by a 3.5% increase of students who receive a 65% or above on the ELA Regents in June 2011. The plan will focus on an interdisciplinary literacy research-based inquiry learning approach, enhancing listening, speaking, reading and writing skills. Students will produce high quality, comprehensive research documents exemplifying full fluency and literacy.
2. Arturo A. Schomburg Satellite Bronx will improve student attendance. We plan to achieve a school-wide attendance rate of 75% by June 2011. We will include attendance as a “focus” issue in departmental, leadership and parent meetings.
3. Arturo A. Schomburg Satellite Bronx will improve graduation rates of the six year cohort from 58.2% to 60.2% by August 2011.

**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 to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Literacy

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 1:</b> Arturo A. Schomburg Satellite Bronx will improve literacy, school-wide, through a comprehensive literacy plan across content areas. This will be measured by a 3.5% increase of student who receive a 65% or above on the ELA Regents in June 2011. The plan will focus on an interdisciplinary literacy research-based inquiry learning approach, enhancing listening, speaking, reading and writing skills. Students will produce high quality, comprehensive research documents exemplifying full fluency and literacy.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Action Plan:</b> We will provide professional development in interdisciplinary instructional strategies, concentrating on listening, speaking, reading and writing across content areas, exemplifying the Core content Standards, for all staff, examination of formal and informal assessments, inter-disciplinary curriculum development, support services, tutoring, vacation and PM classes, computer technology, observation protocols, PBA’s, portfolios, teacher/student surveys, team meetings, departmental meetings, study groups, and data assessment.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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><b>Aligning Resources:</b> We will utilize Contract for Excellence allocations, school-wide meetings, team teaching/curriculum writing projects, use of consultants, literacy, implementation of DYO(Design Your Own) formative assessment rubrics, supplementary interdisciplinary academics through PM and vacation classes, use of HOUSE model, advisories, classroom observations, and teacher/student/parent surveys. Budget allocations will be modified if appropriate. We will utilize CFN personnel when appropriate.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Indicators:</b> We will use semester benchmarks of student credit accumulation, student participation rate in PM/vacation classes, PBA scores, ELA results, numbers of students passing the ELA with a score of 65% or more, teacher/student survey results, graduation rate, student portfolios, meeting agendas, PD newsletters, observation protocols/reports as indicators of interim progress and/or accomplishment.</p>
--	---

**Subject/Area (where relevant):** Attendance

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Goal 2:</b> Arturo A. Schomburg Satellite Bronx will improve student attendance. We plan to achieve a school-wide attendance rate of 75% by June 2011. We will include attendance as a “focus” issue in departmental, leadership and parent meetings</p>
<p><b>Action Plan</b>  <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><b>Action Plan:</b> We 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 examined, support services, tutoring, vacation and PM classes, teacher/student surveys, team meetings, departmental meetings, study groups, mentoring, and data comparisons will help to increase student attendance.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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><b>Aligning Resources:</b> We will utilize Contract for Excellence allocations, which include school-wide meetings, team teaching/curriculum projects, use of consultants, discussions in advisories, classroom observations, and teacher/student/parent surveys. Budget allocations will be modified if appropriate for initiatives to increase student attendance. CFN personnel will be utilized when appropriate.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Indicators:</b> We will use semester benchmarks of student credit accumulation, student participation rate in PM/vacation classes, teacher/student survey results, and monthly attendance percentages.</p>



## **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. All schools identified under NCLB or SED for School Improvement, 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, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. 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**

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

**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	140	140	140	140	0	0	60	0
10	60	60	60	60	0	0	50	0
11	30	30	30	30	0	0	20	0
12	20	20	20	20	0	0	20	0

**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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• Tutoring for students is offered before and after school. Students will be identified using three categories: self-identify themselves as needing help, their teachers/family group advisors identify them or subject teachers will identify them for tutoring or pm classes. For many students it is voluntary, but some students are mandated. Tutoring is scheduled daily with varying hours. Teachers are also available during their prep time and lunchtime to meet with students.</li> <li>• PM classes that focus on literacy and reading</li> <li>• Vacation courses.</li> <li>• Block Scheduling.</li> <li>• Saturday classes that begin in March to assist in preparation for the ELA Regents exam. Consultants will offer additional support before/during/after school; Sadie Nash, Irondale, Bronx River Arts Connection, Rocking the Boat.</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Tutoring for students is offered before and after school. Students will be identified using three categories: student self-identification (as needing help), their teachers/family group advisors identify them or subject teachers will identify them for tutoring or pm. For many students it is voluntary, but some students are mandated. Tutoring is scheduled daily with varying hours. Teachers are also available during their prep time and lunchtime to meet with students.</li> <li>• PM classes that focus on math.</li> <li>• Block Scheduling.</li> <li>• Consultants will offer additional support before/during/after school.</li> <li>• We will offer vacation courses to build skills and content knowledge.</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• Tutoring for students is offered before and after school. Students will be identified using three categories: self-identify themselves as needing help, their teachers/family group advisors identify them or subject teachers will identify them for tutoring or pm classes. For many students it is voluntary, but some students are mandated. Tutoring is scheduled daily with varying hours. Teachers are also available during their prep time and lunchtime to meet with students.</li> <li>• PM classes that focus on math.</li> <li>• Block Scheduling.</li> <li>• Consultants will offer additional support before/during/after school.</li> <li>• We will offer vacation courses to build skills and content knowledge.</li> </ul>

<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Tutoring for students is offered before and after school. Students will be identified using three categories: Student self-identification (as needing help), their teachers/family group advisors identify them or subject teachers will identify them for tutoring or pm. For many students it is voluntary, but some students are mandated. Tutoring is scheduled daily with varying hours. Teachers are also available during their prep time and lunchtime to meet with students.</li> <li>• PM classes that focus on preparation for exams and portfolios.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<p>All students are in a family group with an advisor. They work with that group and advisor throughout their entire stay at Satellite. It is a regularly scheduled class. Family group meets three times a week. It provides academic support as well as social/emotional supports to assist students in progressing towards meeting graduation requirements. Advisors will work closely with other related service providers and parents. SPED students who require counseling will work with the Social Worker and related service providers.</p>
<b>At-risk Services Provided by the Social Worker:</b>	<p>We have a Social Worker. We also have social work interns and collaborate with counseling institutions that provide additional resources. Outreach is done for services that may not be available within the school. Counseling is available before, during and in the afternoon. Our Senior class meets once a week as a group with the Social Worker. Social Workers have weekly scheduled groups. Counselors keep daily meeting schedules that include referred students in crisis and “regularly” scheduled students.</p>
<b>At-risk Health-related Services:</b>	<p>We focus on AIDS awareness, wellness through health fairs and the advisory curriculum. We also have various groups that support our teen parents, gay-lesbian students, and students with varying family issues.</p>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

---

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 9-12 \_\_\_\_\_ Number of Students to be Served: 4 \_\_\_\_\_ LEP 246 Non-LEP

Number of Teachers 14 \_\_\_\_\_ Other Staff (Specify) 4 \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

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.

---

Arturo A. Schomburg Satellite Academy Bronx High School is a transfer school. Presently, at Satellite Bronx, there are 4 ELL students. None of our ELL students fall into the category of Long-Term ELLs Based on NYCESLAT, Lab-R, and informal testing, all of these students fall into the intermediate and advanced range. We have one part time certified ESL teacher who utilizes a free-standing pull-out and push-in ESL program. Students will receive the mandated number of minutes under CR Part 154, based on appropriate levels of proficiency. In addition we will offer professional development for all teachers in ESL strategies in order to provide additional individualized instruction for ELL students. All advisors will be trained to provide ESL support to ELL's in their advisory classes.

Satellite Bronx has a curriculum plan which addresses language and literacy acquisition for all students. We will use consultants and mentors to enhance curriculum integration training infusing ESL strategies across content area.

Additionally, Students will be encouraged to write in English through the use of dialogue journals between the teacher and the students. Cooperative learning will be incorporated into lessons providing students with shared learning opportunities. Students will be encouraged to bring their personal experiences in through the use of the Language Experience Approach and culture studies projects. Prior knowledge will be continuously accessed in class. Content areas such as mathematics, science and social studies are taught in English, and as often as possible teacher lessons will support and assist our English language learners. Materials will include the use of visual aids and large print items that assist in language proficiency. Content area classes are aligned closely with and reflect all state and city learning standards and are supportive of both ESL and Special Education instructional methodologies. Students are given access to classroom libraries that are 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.

The majority of ELL students on our register are recently admitted to the school. Based on our internal evaluation we anticipate that most of these students will exit from ESL based on the NYCESLAT criteria.

We do not have bilingual classes. ELL students who reach proficiency, will transition into our regular and special education classes. If transitioned ELL students need adaptations and modified instruction we will address it on an individual basis.

Satellite Bronx will utilize portfolio assessment, differentiated instruction, researched based materials, text based and teacher made materials for language and literacy enhancement under all compliance mandates.

Our ELL students will be able to complete many class requirements using a research based "presentation" method. This allows them to collaborate and produce a presentation or project that reflects the material being learned in each academic class. Computers will allow our ELL students to access the internet and produce work that is professional and research-based.

Currently we do not have any ELL students who are also SIFE students or Special Education Students. However, our Language Allocation Policy is prepared to address the needs of these students should any be admitted into our school at a future date:

1. **SIFE Students.** Our plan calls for support of Literacy skills as well as collaborative one-on-one tutorials with native language teachers.
2. **Special Needs / ELL** - All support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. Within this program, parents, social workers, related service providers, and Special Education teachers collaboratively work toward providing the identified student with the instruction and educational support necessary to successfully graduate from high school. Some strategies include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers.

**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.

---

Arturo A. Schomburg Satellite Academy Bronx will offer professional development for all teachers in ESL strategies in order to provide additional individualized instruction to our ELL students and to satisfy compliance with the NYC Jose P. regulation requiring 7.5 hours per year of ESL information for general education teachers and 10 hours for special education teachers. All advisors will be trained to provide ESL support to ELL”s in their advisory classes.

Arturo A. Schomburg Satellite Academy Bronx has a curriculum plan which addresses language and literacy acquisition for all students. We will use consultants, mentors and a part-time ESL teacher to enhance curriculum integration training infusing ESL strategies across content area.

## **❖ Arturo A. Schomburg Satellite Academy Bronx (ASSAB) Language Allocation Policy**

### **LAP Principle ONE: A coherent Language Allocation Policy (LAP)**

1. The LAP policy at ASSAB is a freestanding pull-out/push-in ESL model and follows all federal, state and city mandates governing ELL students. It complies with the legal mandates for ESL services under ASPIRA, including the Jose P. component, CR Part- 154, Title III and the Bilingual/ESL Education Act. Students are serviced by certified teachers and a certified ESL teacher for the required number of periods under the regulations of CR Part-154 as it applies to beginning (3 ESL), intermediate, (2 ESL) advanced (1 ESL, 1 ELA) and transitional (1

ESL, 1 ELA) ELL students for English language acquisition and English language arts. All stakeholders are able to articulate when and why a freestanding pull-out English as a Second Language program exists and how it is implemented as per the required mandates. This process is accomplished through ongoing staff development as per the requirements of the Jose P. implementation of the ASPIRA Consent Decree decision rendered in ASPIRA vs. the NYC Board of Education which states that general education teachers will undergo 7.5 hours yearly of staff development devoted to all issues, relating to Bilingual/ESL education and special education teachers will undergo 10 hours of training. Training includes CR Part 154, Title III, formal and informal assessments, parental/student rights, language acquisition/literacy instruction, modification/scaffolding, to cite some examples. The LAP complies with this statute and exceeds the number of hours of required staff training. LAP team members reflect the composition of the school community and are representative of the following: teachers, other staff, parents, students, administrators, and support personnel. 260 students comprise the 2010-2011 population at Satellite Academy including 4 ELL's, reflecting approximately 1.5%. Satellite Academy has 1 licensed certified ESL teacher who services the 4 ELL's.

2. The LAP policy at ASSAB is an ongoing document, and is part of the CEP. It is reviewed annually by all stakeholders.
3. 4 & 5. ASSAB is a school for transfer students, who are over age with few high school credits. Parents are informed by all of the appropriate personnel. Parents are informed of the ESL program and all appropriate documents are recorded (HLIS, LAB, LAB-R, NYSESLAT, parental letters) in compliance with CR Part-154 as well as all other mentioned mandates. The ELL identification process is completed within 10 days of admission as per CR Part 154. Steps include administering the HLIS, if appropriate, which includes the formal oral interview in English and in the Native Language and the LAB-R if needed. The ESL teacher (certified) and other office personnel (translators) are responsible for conducting the initial screening and administering the HLIS and LAB-R, when appropriate. The appropriate yearly entitlement letters, surveys and program selection forms are mailed and/or distributed to parents at the beginning of the school year.
6. As previously mentioned staff development is an ongoing integral part of Satellite Academy and occurs on a bi-monthly basis. As mentioned in point 2 of Principle ONE, all teachers receive 10 hours of Bilingual/ESL staff training which exceeds the required amount for general education teachers and fulfills the required hours for special education teachers under the Jose P. component of the ASPIRA Consent Decree.
7. CR Part-154 requirements are met and have been included in the above stated points of Principle ONE of the LAP. All ELL students receive the appropriate English language instruction and English language arts. LAB scores, LAB-R results, NYSESLAT, content standardized test results and informal test results guide instruction. NYSESLAT results, as per the proficiency levels recorded on the RNMR (ATS system), guide the individualized prescriptive/diagnostic instruction for ELL's at Satellite Academy. Presently 4 ELL's are in the 10<sup>th</sup> grade, 1 ELL has 3 years of service (YOS), 1 ELL has 7 YOS, 2 ELL's have 6 YOS, . 4 ELL's advanced as per the NYSESLAT.
8. The language of instruction is English (ESL) and is scheduled and is understood and reflected, as well as posted in the appropriate offices, for all stakeholders to see/utilize and understand.
9. The ESL freestanding pull-out/push-in program reflects all above stated legal mandates and includes ESL level appropriate instruction for English language acquisition and ESL level appropriate adaptations for content specific classes. ESL, regular and special education teachers and other personnel meet to review, discuss and plan continuity of instruction in all content areas. English language acquisition instruction follows research based ESL methodology to increase language and literacy levels within the frameworks of listening, speaking, reading and writing and represents the theories and practices of eminent bilingual/ESL researchers such as Cummins, Uhl-Chamot, Krashen, Terrell, Hakuta and Freeman.
10. A comprehensive staff development program at Satellite Academy Bronx addresses the pedagogical needs of teachers in understanding the cultural and academic requirements of second language learners as they progress in language and literacy acquisition. The staff development

program encompasses mandates, assessments, methodology, techniques, learning styles, scaffolding, modifications, adaptations, conventions of grammar, syntax understanding, receptive language development, idiomatic conventions, BICS and CALPS, note taking, and career vocabulary for bilingual/ESL ELL students.

11. ASSAB plans and implements activities for students and parents in a variety of ways. There is a Parent Association. Parents are invited to attend monthly meetings, notices are in English and Spanish and translators are available. Workshops are held for parents, as well as individual conferences to explain the mandates, program, documentation and progress of students in ESL. Students participate in a Multicultural Writing Fair to share and celebrate the panoply of diversity; family members are invited.

### **LAP Principle TWO: Academic Rigor**

1, 2, 3, 4, 5, 6 and 7

ASSAB as explained in previous points 1 –11 in Principle ONE, plans, implements, monitors and evaluates a rigorous freestanding pull-out ESL program following all mandates of CR Part 154 and is aligned with mandated ESL/NLA/ELA and content learning standards and the core curriculum. Students use content area textbooks, ESL materials such as:

- *Visions, Basic Language and Literacy*, Thompson,
- *Stories To Tell Our Children*, Weinstein
- *Composition Practice*, Blanton
- *Best Poems*, Jamestown Publishers
- *Picture Dictionary*, Thompson

They have use of the library for research, homework and enjoyment. Instruction includes use of computer technology for word processing, internet research and learning reflection logs. ESL students receive instruction based on their language acquisition level and literacy level .All placement decisions are based on formal and informal assessments (LAB, LAB-R, NYSESLAT, informal teacher made assessments).Students demonstrate learning through academic development of listening, speaking, reading and writing skills in English as well as content area skills and knowledge in mathematics, social studies, English language arts and health. Progress is measured through documented standardized assessments (NYSESLAT, standardized content specific tests) and if appropriate (for special education ELL's) IEP benchmarks.

### **LAP Principle THREE: Use of two languages**

## ***Not applicable***

### **LAP Principle FOUR: Explicit ESL, ELA and NLA Instruction**

1, 2, 3,4, 5, 6 and 7

Instruction is individualized based on formal and informal assessments (LAB, LAB-R if appropriate, NYSESLAT, content specific standardized tests and teacher assessment). Individualized instruction in ESL encompasses the 4 major areas of language and literacy acquisition: listening, speaking, reading and writing. Materials that are used in the classroom include teacher made, teacher modeled, visuals, regalia, published consumable texts and workbooks that reinforce listening, speaking, reading and writing and content areas.

Examples include:

- Teacher directed reading (formal and informal) for syntax, pronunciation and comprehension
- Teacher modeled use of correct functions of English within the context of the lesson
- Multicultural stories to enhance language acquisition through prior knowledge
- Computer software to reinforce listening, speaking, reading, writing
- Dictation for auditory and written comprehension
- Verbal and written responses for receptive language and listening/speaking fluency reinforcement
- Text assignments for acquisition of directions, comprehension of content and written fluency
- Workbook assignments for all aspects of listening, speaking, reading and writing reinforcement
- Visuals and regalia to support main academic content

Books:

- *Visions, Basic Language and Literacy*, Thompson,
- *Stories To Tell Our Children*, Weinstein
- *Composition Practice*, Blanton
- *Best Poems*, Jamestown Publishers
- *Picture Dictionary*, Thompson

### **LAP Principle FIVE: Transitional Bilingual/Dual Language**

## **Not Applicable**

1,2, 3, 4, 5, 6, and 7

### **LAP Principle SIX: Content Area Instruction**

**All content area classes are aligned with the NYC and NYS standards and follows ESL methodology and techniques for language and literacy acquisition and reinforces listening, speaking, reading and writing. Content area classes are conducted in English and address the needs of a constant changing student population and adapt lessons for all constituents: newcomers, SIFE's, and long-term ELL's. All lessons are designed to meet city and state standards while addressing the individual language and balanced literacy needs of ELL's.**

LAP Principle SEVEN: Assessment in Two Languages:

**1, 2, 3, 4, and 5**

**The School Leadership Team and all stakeholders, including cross-grade, cross-content teams use formal and informal assessments/data to inform decision-making and drive planning and instruction. Ongoing assessment is designed to reflect effective student progress and to insure quality education and allow for any instructional changes. Students are provided with the English and Native Language version of formal tests where appropriate. Teachers work collaboratively to evaluate student work, evaluate formal and informal data, construct language lessons, content lessons and units in accordance with NYC and NYS standards. Teachers maintain portfolios representative of individual student work and reflect reading and writing products in English and are assessed by the student, teacher and parent, when appropriate.**

LAP Principle EIGHT: High Quality Teachers of ELLs

**1,2,3,4,5,6,7,8,9,and 10**

Presently, ASSAB has 1 part time certified, licensed ESL teacher. Teachers receive staff development in ESL and are prepared for the planning, development and implementation of goals, objectives, units and lessons in content areas and language acquisition. Teachers are prepared and can demonstrate knowledge of and implementation of current scientifically based research in the fields of Bilingual, ESL and Cognitive theory and styles, effective practices for ELLs, the impact of culture on learning, differentiate instruction and content area expertise. When available and appropriate teachers attend Regional workshops and meetings. Units and lessons include language conventions, functions, vocabulary and large group/small group activities, and language spiraling which allows for less language proficient ELLs to interact and benefit from the exposure to more English language fluent ELLs. All lessons complement content instruction as they enhance the English language acquisition of ELLs. Teachers can articulate the English language level for their students and understand how to formulate differentiated instruction for each student and understand the theoretical basis for such instruction and the language acquisition and literacy implementations. Teachers are very well prepared to develop, plan, mediate, implement, monitor and evaluate high quality ESL instruction in a positive affective, collaborative instructional environment

**Section III. Title III Budget**

**NA We do not receive Title III funding**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **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.  
On intake we assess the language needs of our students. We examine the testing history of identified ELL students, as well as all ELL instruments, HLIS, ATS, emergency information, lunch forms etc. and utilize our in-house academic assessments to appropriately schedule an education direction and format for each student. We use in house staff to translate for students and parents. If needed, we will contact the DOE Translation Services Unit for assistance.
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.  
Presently, we have not needed to utilize the services of the DOE for translation services. We have a small number of ELL students. Our ELL students fall into the intermediate and advanced categories. All of our present ELL students are of Hispanic descent. We follow DOE mandated policy and send ESL required letters in English and the appropriate native language. The results of our ESL statistics are presented to parents at our annual parent orientation meeting and when appropriate, reiterated and discussed at monthly parent meetings. A parent coordinator is available to address individual parent/child concerns. We will report our ongoing findings through staff and parent meetings.

#### **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. If needed, ASSAB will provide translation services, verbal and written, to parents by in-house staff. If the situation arises, we will utilize the services of the DOE, schools within our network and outside services to appropriately offer translations for parents. Parents are notified at parent meetings and upon intake, through an interpreter if necessary, that, if they require, the Parents Bill of Rights, Safety Plan and interpretation of notice signs; that these will be explained and offered in written form.

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.

ASSAB will offer translation services for verbal and written communication on an as needed basis. We will utilize in-house staff, collaborations with other schools in our network, the DOE and outside vendors, if and when appropriate.

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>.

ASSAB will send a survey home to parents at the beginning of each school year. The survey will be sent in English and other appropriate languages and will determine the number of parents who need translation services. ASSAB will act accordingly.

## 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:	170,846	71,359	242,205
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,710	714	2,424
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	8,546	*	
4. Enter the anticipated 10% set-aside for Professional Development:	17,093	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year:   100%  \_\_\_\_\_

6. If the percentage of high quality teachers during 2009-2010 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.

### Newly formed school

\* 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.

ARTURO A. SCHOMBURG SATELLITE ACADEMY BRONX HIGH SCHOOL agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

**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.

ARTURO A. SCHOMBURG SATELLITE ACADEMY HIGH SCHOOL, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2010-2011.

### **Required School-Parent Compact Provisions**

#### School Responsibilities

ARTURO A. SCHOMBURG SATELLITE ACADEMY BRONX HIGH SCHOOL will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: All class curriculum will be aligned with the New York State Standards in collaboration with the Consortium standards to ensure that students are receiving the knowledge and skills they need to pass the ELA Regents exam and subject area portfolios. Teachers will be supported in the creation of rigorous curriculum through continued professional development and collaboration.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: Not only during the bi-annual scheduled D.O.E. parent teachers conference but we also plan to do a parent-teacher conference once a month on a Saturday in order to allow for our parents/guardians that work during the weekdays to have access to in-depth discussions about their child’s progress with the ASSAB staff.
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: A progress report during the first half of the semester (midterm) and parents will continue to be updated at the perspective Saturday conferences.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Before and after-school hours with a scheduled appointment and during Saturday conferences.
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: Parents are always invited to chaperone school trips and participate in cultural/community events at the school. The option for a parent to observe a lesson or activity that their child is a part of is also an option that can be discussed with the teaching staff that is involved.
6. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Understanding and agreeing with the schools policies and agreements that you and your child sign upon acceptance.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

## Part C: TITLE I SCHOOLWIDE PROGRAM 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.  
ASSAB is a school serving over age students who have attended other high schools prior to coming to us. Our student population is generally 1-2 years over age and they have attended 1-2 other high schools before coming to Satellite. Over 80% of our students are eligible for free and/or reduced price lunch. Our school functions as a “committee of the whole” and is responsible for designing its own professional development and academic program aligned with the goals and objectives as identified by the school. A substantial portion of meeting sessions focus on topics such as; staff assessment, standards-based instruction, performance-based assessment, family group and creating an engaging learning community.
2. School wide 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.
    - o Are consistent with and are designed to implement State and local improvement, if any.
  - e) ASSAB is a School Wide Program. (Over 80% of our students are eligible for free lunch.) Our Title 1 funds are used to benefit all students through smaller class size and other strategies that maximize our resources to bring students who are behind in age and grade to successful matriculation towards graduation.

- f) We have special education students on register and use an integrated model that uses individualized/differentiated teaching approaches for all students. Through conferences between teachers, advisors, etc. the needs of all students are discussed and strategies for remediation are supported and utilized.
- g) Approximately 1% of our students are considered as having Limited English Proficiency. Students who require additional help in language skills are taught through a diffused model that is based in differentiated instruction.
- h) Approximately 1% of our students are considered as having Limited English Proficiency. When we do have students who require additional help in language skills we use a diffused model that is based in differentiated instruction.
- i) We have a very small number of ELL students. The majority of ELL students on our register are recently admitted to the school. Based on our internal evaluation we anticipate that all of these students will exit from ESL based on the NYSESLAT criteria. Presently students are progressing successfully and are performing at a level comparable to each of their grade level peers. Presently we have a part time certified ESL teacher who services our ELL's under mandated requirements of CR Part 154. In addition, our teachers will receive staff development in ESL theory, strategies, and methodology. Language Arts teachers, through staff development training, use ESL strategies and methodology to ensure maximum language and literacy acquisition for all ELL students. We are utilizing a freestanding modified push-in model to comply with the language acquisition and literacy component of CR-Part 154. Satellite Bronx has an ongoing curriculum plan which addresses language and literacy acquisition for all students. We do not have bilingual classes. ELL's who reach proficiency, will transition into our regular and special education classes. If transitioned ELL students need adaptations and modified instruction we will address it on an individual basis. ASSAB also utilizes portfolio assessment, differentiated instruction, researched based materials, text based and teacher made materials for language and literacy enhancement under all compliance mandates.
- j) Students are asked to demonstrate their knowledge through projects and our use of portfolios. Our staff/professional development efforts use student work and classroom experience, as well as data, as the basis for discussion and exploration. Committees take on the responsibility of working through many of the issues presented by the staff and are responsible for making certain that there is continuous opportunity for input and revision. Teachers are encouraged to redesign curriculum and the staff assesses all pilot programs before becoming a regular part of the program. Textbooks are used, though a great deal of material is teacher generated and gathered from various publications and other texts. The use of the Internet for research will increase each year. Courses that make student produced video documentaries, power point presentations and web pages will be used as resources and strategies in other classes. Furthermore, we have collaborative relationships with outside consultants such as: Bronx River Arts, Sadie Nash, Irondale, Rocking the Boat, and Reel Works Teen Film company which not only help to enhance reading, writing, and presentation skills across all subject areas, but also expose students to a range of artistic experiences that include video, drama, painting and dance. There are after school and vacation programs for helping students with skills and course achievement.
- k) All students are part of family groups. 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 are beginning our work with Educators for Social Responsibility, (nationally known leaders in this work), to help us refine our practice. Time is provided for workshops and have put together handbooks of family group materials. The family group advisor is the most "significant adult" in the school for the students

in his or her family group. The advisor not only conducts the family group sessions, but acts as grade advisor for the student. The advisor also acts as the staff member who maintains contact with the parents' home and often acts as the liaison/advocate between the student and other staff members, social workers, etc. The bond between the advisor and the student is essential to establishing the bond between the student and the school. Family group is the place where students work on issues related to building a sense of team, working together collaboratively for the common good, school norms, discussing school issues, conflict resolution, crisis management and supporting academic success.

- l) As we expect students to use their work as demonstration of their learning, student work, (writing, presentations, video productions, etc), is used as a fundamental basis for staff development sessions so that the staff can collectively refine school wide standards. In order to better understand our work with students we examine student assignments and projects, teacher assignments and course development directly. We commonly explore collaboratively the use of a variety of teaching strategies so that students with different learning styles and needs can learn through differentiated modalities.
- m) We have given each of the stages of a student's matriculation a name. The initial stage, called Core, is where students focus on developing those habits that they need in order to succeed in school. These habits are introduced and reinforced using revision; close reading; discussion skills; note taking, research skills project and performance based learning. The students focus on their own learning history and write extensively about themselves in a humanities course. In this stage of the program students may also take an English, Social Studies or Science based course that is designed for new students. We have also developed other courses that focus on basic learning habits and skills. In the new student courses students make presentations to their classmates as a formal part of the class. It is here where they begin to build their portfolios that they will eventually need for graduation. We continue to experiment with new student schedules that either consist of classes solely for new students or a schedule of some classes for new students and other classes during the day in which they work with students who have been with us for more than one semester.
- n) The second stage of the program, Focus, is one in which students reinforce these habits and skills and begin to tackle even more challenges. Research projects are introduced and student presentations are stressed. It is in this stage where we hope to see the formation of student portfolios take shape. We have developed guidelines for these portfolios and have invited in a range of guests (parents, other teachers, college professors, business people, and graduates) to critique our work. Students submit cover letters reflecting on their time at Satellite and on the reasoning behind their selection of work for their portfolios. Classes in this stage encompass all subject areas.
- o) Our final stage is one to allow the student to bring together all that they have learned at our school and prepare for the transition to college and/or work. All seniors are scheduled to be in a Senior Seminar course prior to graduation. This stage includes students spending time on preparing a "senior project" and demonstrating to our school community that they are ready for graduation by exhibiting their work. They must also demonstrate that they have a clear plan for the immediate future, (college acceptance and/or job/career plans). Students in this course also learn about how to make informed college decisions and work with the teacher, (who may also be the college advisor or who works in the class with the college advisor), to complete their college admissions applications.

Between 50 and 60% of our potential graduates apply to college each year. Student who have graduated, but have not applied to college, often come back to the school to receive college counseling and get help with applications. This year we will continue our college initiative and hope to expand and enhance it each year.

p) As New York State Compact Partners and as members of both the Coalition of Essential Schools and the New York Performance Standards Consortium, our work is rooted in those compatible principles. These principles have helped inform our practice as we have developed the heretofore-described elements of our program.

3. Instruction by highly qualified staff.

All teachers hired by the school will have full certification. We will provide professional development for all new staff and send staff for professional development as provided by the district and the Department of Education.

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 will engage in professional development for the entire teaching staff that supports our curricular goals, which are aligned with State and City standards. This will be conducted locally, at the sites, and centrally at meetings for all teaching staff. (The latter are usually organized by discipline area.) We will have study groups that focus on research on implementing/creating curriculum, differentiated classrooms, and literacy.

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

We will do outreach to area teaching colleges and to the Department of Education job fairs.

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

Our school will continually work to increase parental involvement. Parents are encouraged to join students during vacation courses as well as chaperone school trips. One Saturday a month we will invite parents in for parent-teacher-student conferences. Our parent coordinator will plan parent workshops on college planning, methods for establishing and maintaining involving with their child's academic progress, and strategies for relating to a child in transfer school.

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.

Staff and student developed scoring and assessment rubrics will be used to evaluate work. We will update the professional libraries for teachers. Rubrics appear to address our goals and needs for making learning progress evident for our students. We must make sure that they are not too complex for students to easily comprehend and use. We will continue our work to revise them and will work on that throughout the course of the coming year. The New York City Performance Based Learning Consortium has helped us with this process. Feedback from staff, students and parents is critical to this revision process. We will also use “framing” methodology that helps students think about a task in a schematic form. This process helps students visualize the steps that are needed to adequately complete a task. For many of our students strategies such as framing are extremely powerful and can be adapted for a variety of purposes.

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.

Every student has a family group advisor, (“grade advisor”), who follows their progress throughout their work at ASSAB. The family group advisor coordinates communication about student progress with parents and other significant adults in the student’s educational life. Students graduate through credits, portfolios and exams. The school year is divided into two semesters, (when students’ course schedules change), and mid-semester, when formative assessment occurs. Students receive grades at the end of the semester. The full staff meets weekly to discuss students whose progress is of concern and at the semester mid-point and the end of the semester conduct an in-depth discussion, (case conferencing), about learning issues and strategies for remediation.

- a. Every 5 weeks students do a brief formative assessment of their progress with all of their teachers. This assessment is recorded on a form and then utilized by the student and the family group advisor, (grade advisor) to determine progress.

- b. Every 10 weeks students meet with all of their teachers for an in-depth assessment of how well the students are progressing in every class. This formative assessment utilizes a rubric, (based on the New York State Standards for Learning), other relevant individual student learning record data and a guided conversation between student and teacher.

The areas for consideration are:

- Progress in mastery of content and skills
- Participation
- Homework and Assignments completed
- Attendance

This is the midterm of the semester so a written evaluation is completed by the teacher and the student. The evaluation goes to the students, the family group advisor and the parents.

c. Courses are semester length. At the end of the semester this process is completed with final grades entered. Again, the evaluation goes to the students, the family group advisor and the parents. Students conference with family group advisors to review their progress. All evaluation information from the term is reviewed. The student and advisor then discuss which areas of growth have been evidenced and where further effort is needed. Advisor and student also review how the student is progressing towards graduation in all areas. Prior to the beginning of the new semester, all of this information helps determine which new courses a student will be registered for and which supports may be needed. Completed rubrics and strategies for further growth are given to the new teachers of each student for new semester.

d. In addition, students are continuously working towards the completion of their graduation requirement portfolios in subject areas. This is a process that begins when they start with us and all portfolios are completed and presented by their last term prior to graduation. Rubrics are used for both portfolio design and evaluation. There is continuous over-sight by classroom teachers, the subject area portfolio advisors and the subject area departments as to how well each student's portfolio work is progressing.

e. Rubrics are used at subject area department meetings and school wide faculty conferences to build common and deeper understandings about the ways rubrics are applied to support student achievement. Moderation study is conducted among schools using this framework to increase reliability and effectiveness

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.

ASSAB continues to make use of a number of services and programs to better our students' health and welfare, including the services of the DOE for drug abuse prevention and counseling and various New York City hospital clinics that serve our students. Additionally, we will be working with Kriya Associates to enhance and strengthen our conflict resolution/peer mediation program within the school.

## **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,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
--------------	--	---	--	---

**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  
**TEMPLATE - MAY 2010**

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes <sup>2</sup> 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			✓			

#### Part D: TITLE I TARGETED ASSISTANCE 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.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

---

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.

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;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

*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:** \_\_\_\_\_ **SURR<sup>3</sup> 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.

---

School Under Registration Review (SURR)

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

*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.

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

## **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.)
2. Please describe the services you are planning to provide to the STH population.

### **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)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Arturo A. Schomburg Satellite Academy Bronx						
<b>District:</b>	12	<b>DBN:</b>	12X446	<b>School</b>		321200011446	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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			182				
Grade 10			51				
Grade 11			46				
Grade 12			13				
Ungraded			0				
<b>Total</b>			<b>292</b>				

  

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

  

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

  

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

  

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

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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			1	Principal Suspensions			
# in Collaborative Team Teaching (CTT) Classes			0	Superintendent Suspensions			
Number all others			25				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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			0.7	% core classes taught by "highly qualified" teachers			
Black or African American			44.5				
Hispanic or Latino			54.8				
Asian or Native Hawaiian/Other Pacific			0.0				
White			0.0				
<b>Male</b>			41.1				
<b>Female</b>			58.9				

#### 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

<b>SURR School (Yes/No)</b>		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>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							

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							
<b>Student groups making</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>				<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>				<b>Overall Evaluation:</b>			
<b>Overall Score:</b>				<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				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:							

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## **❖ Arturo A. Schomburg Satellite Academy Bronx (ASSAB) Language Allocation Policy**

### **LAP Principle ONE: A coherent Language Allocation Policy (LAP)**

1. The LAP policy at ASSAB is a freestanding pull-out/push-in ESL model and follows all federal, state and city mandates governing ELL students. It complies with the legal mandates for ESL services under ASPIRA, including the Jose P. component, CR Part- 154, Title III and the Bilingual/ESL Education Act. Students are serviced by certified teachers and a certified ESL teacher for the required number of periods under the regulations of CR Part-154 as it applies to beginning (3 ESL), intermediate, (2 ESL) advanced (1 ESL, 1 ELA) and transitional (1 ESL, 1 ELA) ELL students for English language acquisition and English language arts. All stakeholders are able to articulate when and why a freestanding pull-out English as a Second Language program exists and how it is implemented as per the required mandates. This process is accomplished through ongoing staff development as per the requirements of the Jose P. implementation of the ASPIRA Consent Decree decision rendered in ASPIRA vs. the NYC Board of Education which states that general education teachers will undergo 7.5 hours yearly of staff development devoted to all issues, relating to Bilingual/ESL education and special education teachers will undergo 10 hours of training. Training includes CR Part 154, Title III, formal and informal assessments, parental/student rights, language acquisition/literacy instruction, modification/scaffolding, to cite some examples. The LAP complies with this statute and exceeds the number of hours of required staff training. LAP team members reflect the composition of the school community and are representative of the following: teachers, other staff, parents, students, administrators, and support personnel. 260 students comprise the 2010-2011 population at Satellite Academy including 4 ELL's, reflecting approximately 1.5%. Satellite Academy has 1 licensed certified ESL teacher who services the 4 ELL's.
2. The LAP policy at ASSAB is an ongoing document, and is part of the CEP. It is reviewed annually by all stakeholders.
3. 4 & 5. ASSAB is a school for transfer students, who are over age with few high school credits. Parents are informed by all of the appropriate personnel. Parents are informed of the ESL program and all appropriate documents are recorded (HLIS, LAB, LAB-R, NYSESLAT, parental letters) in compliance with CR Part-154 as well as all other mentioned mandates. The ELL identification process is completed within 10 days of admission as per CR Part 154. Steps include administering the HLIS, if appropriate, which includes the formal oral interview in English and in the Native Language and the LAB-R if needed. The ESL teacher (certified) and other office personnel (translators) are responsible for conducting the initial screening and administering the HLIS and LAB-R, when appropriate. The appropriate yearly entitlement letters, surveys and program selection forms are mailed and/or distributed to parents at the beginning of the school year.

6. As previously mentioned staff development is an ongoing integral part of Satellite Academy and occurs on a bi-monthly basis. As mentioned in point 2 of Principle ONE, all teachers receive 10 hours of Bilingual/ESL staff training which exceeds the required amount for general education teachers and fulfills the required hours for special education teachers under the Jose P. component of the ASPIRA Consent Decree.
7. CR Part-154 requirements are met and have been included in the above stated points of Principle ONE of the LAP. All ELL students receive the appropriate English language instruction and English language arts. LAB scores, LAB-R results, NYSESLAT, content standardized test results and informal test results guide instruction. NYSESLAT results, as per the proficiency levels recorded on the RNMR (ATS system), guide the individualized prescriptive/diagnostic instruction for ELL's at Satellite Academy. Presently 4 ELL's are in the 10<sup>th</sup> grade, 1 ELL has 3 years of service (YOS), 1 ELL has 7 YOS, 2 ELL's have 6 YOS, . 4 ELL's advanced as per the NYSESLAT.
8. The language of instruction is English (ESL) and is scheduled and is understood and reflected, as well as posted in the appropriate offices, for all stakeholders to see/utilize and understand.
9. The ESL freestanding pull-out/push-in program reflects all above stated legal mandates and includes ESL level appropriate instruction for English language acquisition and ESL level appropriate adaptations for content specific classes. ESL, regular and special education teachers and other personnel meet to review, discuss and plan continuity of instruction in all content areas. English language acquisition instruction follows research based ESL methodology to increase language and literacy levels within the frameworks of listening, speaking, reading and writing and represents the theories and practices of eminent bilingual/ESL researchers such as Cummins, Uhl-Chamot, Krashen, Terrell, Hakuta and Freeman.
10. A comprehensive staff development program at Satellite Academy Bronx addresses the pedagogical needs of teachers in understanding the cultural and academic requirements of second language learners as they progress in language and literacy acquisition. The staff development program encompasses mandates, assessments, methodology, techniques, learning styles, scaffolding, modifications, adaptations, conventions of grammar, syntax understanding, receptive language development, idiomatic conventions, BICS and CALPS, note taking, and career vocabulary for bilingual/ESL ELL students.
11. ASSAB plans and implements activities for students and parents in a variety of ways. There is a Parent Association. Parents are invited to attend monthly meetings, notices are in English and Spanish and translators are available. Workshops are held for parents, as well as individual conferences to explain the mandates, program, documentation and progress of students in ESL. Students participate in a Multicultural Writing Fair to share and celebrate the panoply of diversity; family members are invited.

## **LAP Principle TWO: Academic Rigor**

1, 2, 3, 4, 5, 6 and 7

ASSAB as explained in previous points 1 –11 in Principle ONE, plans, implements, monitors and evaluates a rigorous freestanding pull-out ESL program following all mandates of CR Part 154 and is aligned with mandated ESL/NLA/ELA and content learning standards and the core curriculum. Students use content area textbooks, ESL materials such as:

- *Visions, Basic Language and Literacy*, Thompson,
- *Stories To Tell Our Children*, Weinstein
- *Composition Practice*, Blanton
- *Best Poems*, Jamestown Publishers
- *Picture Dictionary*, Thompson

They have use of the library for research, homework and enjoyment. Instruction includes use of computer technology for word processing, internet research and learning reflection logs. ESL students receive instruction based on their language acquisition level and literacy level .All placement decisions are based on formal and informal assessments (LAB, LAB-R, NYSESLAT, informal teacher made assessments).Students demonstrate learning through academic development of listening, speaking, reading and writing skills in English as well as content area skills and knowledge in mathematics, social studies, English language arts and health. Progress is measured through documented standardized assessments (NYSESLAT, standardized content specific tests) and if appropriate (for special education ELL 's) IEP benchmarks.

## **LAP Principle THREE: Use of two languages**

***Not applicable***

## **LAP Principle FOUR: Explicit ESL, ELA and NLA Instruction**

1, 2, 3,4, 5, 6 and 7

Instruction is individualized based on formal and informal assessments (LAB, LAB-R if appropriate, NYSESLAT, content specific standardized tests and teacher assessment).Individualized instruction in ESL encompasses the 4 major areas of language and literacy acquisition: listening, speaking, reading and writing. Materials that are used in the classroom include teacher made, teacher modeled, visuals, regalia, published consumable texts and workbooks that reinforce listening, speaking, reading and writing and content areas.

Examples include:

- Teacher directed reading (formal and informal) for syntax, pronunciation and comprehension
- Teacher modeled use of correct functions of English within the context of the lesson
- Multicultural stories to enhance language acquisition through prior knowledge
- Computer software to reinforce listening, speaking, reading, writing
- Dictation for auditory and written comprehension
- Verbal and written responses for receptive language and listening/speaking fluency reinforcement
- Text assignments for acquisition of directions, comprehension of content and written fluency
- Workbook assignments for all aspects of listening, speaking, reading and writing reinforcement
- Visuals and regalia to support main academic content

Books:

- *Visions, Basic Language and Literacy*, Thompson,
- *Stories To Tell Our Children*, Weinstein
- *Composition Practice*, Blanton
- *Best Poems*, Jamestown Publishers
- *Picture Dictionary*, Thompson

### **LAP Principle FIVE: Transitional Bilingual/Dual Language**

#### **Not Applicable**

#### **LAP Principle SIX: Content Area Instruction**

1,2, 3, 4, 5, 6, and 7

**All content area classes are aligned with the NYC and NYS standards and follows ESL methodology and techniques for language and literacy acquisition and reinforces listening, speaking, reading and writing. Content area classes are conducted in English and address the needs of a constant changing student population and adapt lessons for all constituents: newcomers, SIFE's, and long-term ELL's. All lessons are designed to meet city and state standards while addressing the individual language and balanced literacy needs of ELL's.**

#### **LAP Principle SEVEN: Assessment in Two Languages:**

**1, 2, 3, 4, and 5**

**The School Leadership Team and all stakeholders, including cross-grade, cross-content teams use formal and informal assessments/data to inform decision-**

**making and drive planning and instruction. Ongoing assessment is designed to reflect effective student progress and to insure quality education and allow for any instructional changes. Students are provided with the English and Native Language version of formal tests where appropriate. Teachers work collaboratively to evaluate student work, evaluate formal and informal data, construct language lessons, content lessons and units in accordance with NYC and NYS standards. Teachers maintain portfolios representative of individual student work and reflect reading and writing products in English and are assessed by the student, teacher and parent, when appropriate.**

LAP Principle EIGHT: High Quality Teachers of ELLs

**1,2,3,4,5,6,7,8,9,and 10**

Presently, ASSAB has 1 part time certified, licensed ESL teacher. Teachers receive staff development in ESL and are prepared for the planning, development and implementation of goals, objectives, units and lessons in content areas and language acquisition. Teachers are prepared and can demonstrate knowledge of and implementation of current scientifically based research in the fields of Bilingual, ESL and Cognitive theory and styles, effective practices for ELLs, the impact of culture on learning, differentiate instruction and content area expertise. When available and appropriate teachers attend Regional workshops and meetings. Units and lessons include language conventions, functions, vocabulary and large group/small group activities, and language spiraling which allows for less language proficient ELLs to interact and benefit from the exposure to more English language fluent ELLs. All lessons complement content instruction as they enhance the English language acquisition of ELLs. Teachers can articulate the English language level for their students and understand how to formulate differentiated instruction for each student and understand the theoretical basis for such instruction and the language acquisition and literacy implementations. Teachers are very well prepared to develop, plan, mediate, implement, monitor and evaluate high quality ESL instruction in a positive affective, collaborative instructional environment

**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:	\$170,846	\$71,359	\$242,205
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,708	\$714	\$2,422
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$8,542	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$17,085	*	

**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" <sup>[1]</sup> 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 <sup>[2]</sup> 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	✓			\$143,511	✓	15, 16, 17, 39, 40, 42

Title I, Part A (ARRA)	Federal	✓			\$70,645	✓	15, 16, 17, 39, 40, 42
Title II, Part A	Federal			✓	0	N/A	
Title III, Part A	Federal			✓	0	N/A	
Title IV	Federal			✓	0	N/A	
IDEA	Federal			✓	0	N/A	
Tax Levy	Local	✓			\$1,364,137	✓	15, 16, 17, 39, 40, 42