



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: FORSYTH SATELLITE ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 01M458

PRINCIPAL: INGRID ROBERTS-HAYNES **EMAIL:** IROBERT4@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMEKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Ingrid Roberts-Haynes	*Principal or Designee	
Mark Rentflejs	*UFT Chapter Leader or Designee	
Pamela Wright-Brown	*PA/PTA President or Designated Co-President	
Felicia Thomas	DC 37 Representative, if applicable	
Adriana Nava Alfredo Laro	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Michael Britto	CBO Representative, if applicable	
Julie Meador	Member/Teacher	
Geraldine Deleon	Member/Teacher	
Dorothy Gamble	Member/Parent	
Cresencia Pizarro	Member/Parent	
Surin Rodriquez	Member/Parent	
Lenise McPherson	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- By June 2012, there will be an averaged 72% increase in credit accumulation for all students from an average of 5.735 credits to an average of 9.86 credits.

Comprehensive needs assessment

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

Based on the 2010-2011 Progress Report data, students at our school did not earn at least 1% in the Peer Index for the category 0-22 credits. Similarly, less than 25% of students with 22 – 38 credits as compared to our peer schools.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategy #1: Credit Recovery Plan

- All students will be engaged in Service Learning experiences based on their Graduation Planning Conferences with the Goal Planning Team.
- Corporate Partnerships: Pencil Partnership consultant will work with students to develop a college and career plan/college and career readiness; Project Connect Program – students will be engaged in the Connected Foundations Digital Literacy class after school two days weekly; The Mayor's Taskforce on Chronic Absenteeism and Truancy works with staff and students to increase attendance for students identified in the Mayor's targeted group.
- Summer School, PM School, individualized online learning programs.
- Target Population: all students
- Responsible staff: All teachers, Community Associates, Parent Coordinator

Strategy #2: Attendance Initiative

- Collaboration with ReServe Program; 3 ReServists/Success Mentors work with advisors and students identified in target group.
- Responsible staff: Attendance Team

Strategy #3: Professional Development

- Collaborative Inquiry Team will use student data to plan and set instructional SMART goals, establish rigor and differentiated instruction.
- MASC (Minimum Academic Standards Committee) conferences i.e. credit accumulation accountability team focusing on students' credit earning trends takes place in November, January, April and June.
- Inquiry Team focusing on teacher effectiveness, interim assessments to monitor and revise curriculum, use of rubrics with the standards to provide specific feedback to students regarding their work, Universal Design for Learning to meet the needs of all students, use of data to plan and set goals twice monthly.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Our school will maintain a Parent Coordinator and Community Associates to serve as liaisons between school and families.
- The Parent Coordinator, the Community Associates and other staff (teachers, Success Mentors, advisors, counselors) will attend regularly scheduled parent meetings (PTA and Student Goal Planning meetings) to share information and respond to parent questions and inquiries.
- Our school will create and distribute a parent handbook that is translated in all the dominant languages.
- Parents will be trained on how the use of PupilPath and ARIS Parent Link by the Assistant Principal and Technology Team.
- Our school will update the school website, create an information portal for parents and will design workshops on how to understand the use of data and technology.
- Parent Participation at school events, student celebrations, college trips and Town Hall meetings.
- Parent participation in the Project Connect Digital Literacy class where students are expected to create projects designed to teach parents about the use of data and technology.
- The school will host a curriculum evening and create a parent resource library with user friendly instructional materials and guides.
- Conduct workshops on understanding the accountability system.
- Our school will translate all critical school documents related to credit accumulation and provide interpretation services during Academic Intervention conferences.
- Engage parents in discussions and decisions regarding the required Title 1 set-aside funds, which are allocated directly to our school to promote parental involvement, including literacy and parenting skills.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Administrative staff regularly attends hiring fairs and conducts outreach to colleges to identify and recruit highly qualified teachers.
- The Principal and Assistant Principal will work closely with CFN 108 HR point person to ensure that non – highly qualified teachers meet all required documentation and assessment deadlines.
- Mentors and coaches are assigned to support struggling and new teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Our school participates in the Mayor's Attendance Initiative; 3 ReServists (Success Mentors) are assigned to provide additional support.
- Students who are parents receive placement for childcare services in the LYFE Program.
- Our school participates in the Get Schooled Attendance Initiative.
- Individualized and group counseling services are provided for students by IPTAR (Institute for Psychoanalytic Training and Research).
- Participation and support by the DOE's Empowering Boys Male Initiative.
- Collaboration with the Connected Foundations Program to incorporate Digital Literacies class in our daily program.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds and human resources to implement this action plan from September 2011-June 2012 as indicated below:

- Summer School for 200 students including supervision and administrative support.
- Instructional materials and classroom supplies.
- Professional instructional materials to support curriculum development during the regular school day.
- Implementation of Datacation.
- Teacher per session for after school/ vacation credit recovery courses.
- Arts and Leadership programs.
- Literacy Consultant for Teacher Effectiveness/Development.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June 2012, students will improve by at least 5% in the ELA Regents as evidenced by the School's Accountability and Overview with a focus on experiencing rigorous CCLS aligned Literacy and Math tasks.

Comprehensive needs assessment

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

Based on the Chancellor's Instructional Expectations outlined for schools in the 2011-2012 school year, feedback from the 2010-2011 New School Quality Review, results from college readiness metrics (PSAT, SAT and CUNY Assessment Tests) and the Progress Report it was determined that if students fully experienced an aligned task they will then demonstrate the skills needed to be successful in college.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategy #1: Professional Development

- Teacher teams will engage in collaborative inquiry and review student work once monthly to develop strategies to increase rigor, student achievement and ensure alignment with CCLS and DOE instructional expectation using protocols for peer review.
- Teacher Teams will create protocols and processes for looking at student work that includes differentiation and Universal Design for Learning strategies for all students.
- Teachers will attend monthly PD sessions hosted by CFN 108, Consortium for Performance Based Assessment and STEM Engineering Program to ensure understanding, alignment and implementation of CCLS and Citywide Instructional Expectations.
- Regular cycles of frequent teacher observations and feedback using a research based rubric to provide formative support by administrative team.
- Teacher Teams meet bi-weekly to discuss strategies for deepening reading/writing/literacy tools for increased understanding of informational texts.
- Teacher Intervisitation of classes using protocols designed by NYCWP consultant to ensure task alignment to CCLS, Citywide Instructional Expectations, Universal Design for Learning, differentiation and rigor.
- Teachers will engage in workshops on creating, revising tasks using Webb's Depth of Knowledge Alignment tool for assessing rigor; curriculum will be modified based on student learning.
- Teacher SMART Goals with evaluation and reflection at the end of each semester.
- Teacher Portfolios that focus on artifacts in the following categories: Student Learning, Instructional Practice and Professional Contributions; Sharing of portfolios will be done during collaborative team meetings using protocols for peer review.

Strategy #2: College and Career Readiness

- Small group and individualized counseling advisement for students to develop a post secondary plan (college application submissions, college visits/tours, FAFSA completion, guest lecturers from colleges and world of work.
- Students will participate and complete the Pencil Partnership Program; a career portfolio will be evidence of their completion.
- School wide college fair in the Spring 2012 organized by the Parent Coordinator and PTA President.

Strategy #3: Male Institute Literacy Program

- UMOJA Readers and Writers Institute: this class is taught twice a week by a professor and adjunct from Teachers College at Columbia University.
- Teacher Teams will create protocols and processes for looking at the academic work and data of Black and Hispanic males to ensure alignment with CCLS and DOE expectations.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Workshops will be held monthly on topics that may include: parenting skills, understanding educational accountability grade level curriculum and assessment expectations; literacy, assessing community and support services to build parents capacity to help their children at home.
- Our school will provide written and verbal progress reports to parents to keep them informed of their child's progress towards the literacy and math aligned tasks
- Our school will inform parents of school activities and student progress through ARIS inquiry space and the school's intranet.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Administrative and Hiring Teams regularly attend hiring fairs and conducts outreach to colleges/Universities to identify and recruit highly qualified teachers.
- The Principal and Assistant Principal will collaborate with CFN 108 HR point to ensure that non highly qualified teachers meet all required documentation and assessment deadlines.
- Mentors and instructional coaches are assigned to support struggling and new teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Our school will continue to collaborate with DOE Empowering Boys Initiative, development of the Male Institute supported by local colleges and Universities (Hunter, La Guardia, John Jay, Teachers College at Columbia and NYU).

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 funds and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Per session for teacher collaborative inquiry team meetings.
- Title 1 funding for Literacy Consultant from New York City Writing Project.
- Per diem/prep coverage Professional Development hosted by the CFN 108.
- Per session and coverage funds for attendance at workshops and trainings at Consortium for Performance Based Assessment.
- Per session for Data Specialist to monitor and maintain Data Dashboard.
- Professional instructional materials to support curriculum development during the regular school day.
- Professional guides and resources to develop strategies and protocols for looking at student work for CCLS and DOE alignment.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By June 2012 To increase our school environment score on NYC School Environment Survey by 2 points from 7.315 to 9.3.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- Based on an analysis of the 2010-2011 Progress Report, our school earned 7.315 points out of a possible 15.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategy #1: Develop a strategic plan to distribute, complete and collect the Learning Environment Survey.

- Our school will ensure that the current student roster is updated in ATS to reflect current student attendance (non LTA's included).
- Our school will ensure that parental addresses are updated and current.
- Trainings for Family Group advisors on effective strategies for introducing and facilitating completion of the Learning Environment Surveys with students.

Strategy #2: Development of the School's Website and Parent Portal

- Our school will maintain a master email list to inform parents of important events at the school.
- Our school will maintain a Parent Portal that will have the school's calendar, announcements and links to non-DOE informational websites.
- Our school will provide trainings for advisors and parents on effective use of Pupil Path to share information about student progress.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Educational family events and activities will be held during Parent-Teacher conferences and throughout the school year.
- Our school will encourage meaningful parent participation on School Leadership Team, PTA and Title 1 Parent Committee.
- Our school will establish a Parent Resource Area that will house informational and instructional materials for parents to build their capacity to help their children at home.

- The Parent Coordinator will conduct parent workshops focusing on the following topics: parenting skills, understanding educational accountability, literacy, assessing community and support services, and technology to build capacity to assist their children at home.
- Our school will schedule additional academic/behavior/social intervention parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program, supports and interventions to help their child's progress and other initiatives of the Chancellor and allow parents to provide suggestions.
- Our school will provide school planners for regular written communication between teacher and the home in a format and language(s) that parents can understand.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Mentors and Instructional coaches will be assigned to support struggling and new teachers.
- Administrative team and Hiring Committee(s) regularly attend hiring fairs and conduct outreach to colleges to identify and recruit highly qualified teachers.
- The Assistant Principal and Principal will collaborate with CFN 108 HR point to ensure that non highly qualified teachers meet all required documentation and assessment deadlines.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Staff will collaborate with the ReServists/Success Mentors to improve parent involvement and participation as a part of the Mayor's Attendance Initiative.
- IPTAR will provide counseling and support services to parents and students with special consideration for students in temporary housing.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Per session for Data Specialist and Web Master to create and maintain the website and portals.
- General office supplies and postage for parent and student mailings.
- Funding for refreshments at PTA, Parent meetings, SLT and parent sponsored events.
- Set-aside funds for SLT i.e. stipends.
- Per session and prep period coverage for translation and interpretation services.
- Funds for PTA sponsored college trips and Male Institute celebrations; incentives for improvement in students' attendance and academic progress.
- Funds for an automated phone system to inform parents/students/guardians of students' attendance and punctuality patterns.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	62	40	83	31	0	7	22	106
10	36	50	45	49	0	3	15	58
11	12	24	39	24	0	4	8	46
12	0	0	0	0	0	0	0	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> ➤ Small Group Subject Specific Tutoring offered after - school. ➤ Small group writing intensive exercises offered during the day in Family Group. ➤ Vacation courses ➤ Small group Saturday classes that begin in the Spring to assist in preparation for the ELA Regents exam.
Mathematics	<ul style="list-style-type: none"> ➤ Small Group Subject Specific Tutoring offered after school. ➤ Vacation courses for credit recovery. ➤ One on one after school preparation for PBA presentation. ➤ Extra-curricular programs in Robotics and STEM.
Science	<ul style="list-style-type: none"> ➤ Small Group Subject Specific Tutoring offered after school. ➤ Small group writing intensive exercises offered during the day in Family Group to assist in PBA presentation. ➤ Vacation courses for credit recovery. ➤ Extra-curricular programs in Robotics, STEM and gardening.
Social Studies	<ul style="list-style-type: none"> ➤ Small Group Subject Specific Tutoring offered after school. ➤ Small group writing intensive exercises offered during the day in Family Group. ➤ Vacation courses for credit recovery. ➤ Umoja Male Group ➤ Imani Women’s Group ➤ Service Learning
At-risk Services provided by the Guidance Counselor	We do not have a guidance counselor on staff.

At-risk Services provided by the School Psychologist	Small group and one on one counseling as mandated by student's IEP.
At-risk Services provided by the Social Worker	Our Social Worker and IPTAR have weekly scheduled groups as well as conduct individualized sessions with "at risk" students. Counselors and Social Worker maintain daily meeting schedules that include referred students in crisis (as identified by teachers/Family Group advisors) and regularly scheduled students.
At-risk Health-related Services	Family Group: Small groups that meet 3 times per week during the school day to provide academic, emotional and social support. Project Stay: One on one counseling health counseling and testing that occurs once per semester during the school day.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Teacher Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. The school will maintain this information.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before October 31st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to October 31st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Sumita Kaufhold	District 01	Borough Manhattan	School Number 458
School Name Forsyth Satellite Academy			

B. Language Allocation Policy Team Composition [?](#)

Principal Ingrid Roberts- Haynes	Assistant Principal Francheska Howard
Coach type here	Coach type here
ESL Teacher Mary Ackermann	Guidance Counselor
Teacher/Subject Area Andrea Deak/ELA	Parent Pamela Brown-Wright
Teacher/Subject Area Carrie Taylor /SPED	Parent Coordinator Erik Nolan
Related Service Provider Aimee Lichtenfeld	Other Mark Rentflejs / UFT
Network Leader Sumita Kaufhold	Other Corinne Anselmi-Rello/ Cluster

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	12
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	237	Total Number of ELLs	9	ELLs as share of total student population (%)	3.80%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Forsyth Satellite Academy is a transfer high school that services under credited / over aged students 16 to 21 years old. Thus, our students have often attended at least one other NYC high school. The initial determination of ELL status occurs before a student is enrolled at our school. When a student applies to join our community, the certified ESL teacher reviews their current ELL assessment data to ensure we offer the mandated program. We do not conduct initial assessments for Bilingual services, i.e. the Lab-R. As a component of the registration process, we ask all families to complete the Home Language Identification Survey at registration. At registration, the ESL teacher is provided a list of all ELL students who programs services For all students that are classified as ELL, they are given the NYSESLAT each spring. Rarely, are students in the community longer than 3 years, therefore, we always extend services until they graduate. This information is documented in the ATS RLER report to determine NYSESLAT eligibility. Additionally, for each student who is eligible, the ATS RNMR report is run to review the student's exam history. The certified ESL teacher, who is also our Testing Coordinator, schedules the Speaking Component of the NYSESLAT two weeks before Reading, Listening and Writing components of the exam. The students complete the aforementioned assessments in one session with unlimited time allocated.

2. Our current staffing only affords us the opportunity to service ELL students that require a free standing program. When students apply to our school, we conduct orientation workshops to describe these services to the parents of these students. Similarly we inform parents that we only offer a free standing program at our school because we only have a certified ESL teacher, we do not have any Bilingual content teachers. Thus, parents and students have the option to decide whether or not Forsyth Satellite Academy will be able to meet their ESL/ELL needs. Additional parent outreach is conducted to inform them of other program choices if a student is not progressing in our Free Standing program. Moreover, we work with school placement to find an alternative learning community since we do not offer TBE / DL programs.

3. At the start of the school year, the ESL teacher receives a roster of students requiring services. This roster is taken from the ATS RLER report. Within 10 days, the program letters are mailed and a copy is backpacked home with students. Because we only offer a free standing program, it is the default choice.

4. Currently, Forsyth Academy provides a free standing ESL program. The number of students requiring services determine the structure of the program. At this time, our community services 8 ELLs that are performing at the Intermediate level. Therefore, these students are scheduled in an ELA course that is taught by the ESL teacher and are scheduled for push in / pull out services. As additional support, all communication sent home to parents is provided in English and the native home language.

5. NA

6. Unfortunately, our current staff cannot accommodate parent requests. We can only service students that require a free standing program.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	0
SIFE	2	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	1	0	0	2	0	0	6	2	0	9

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Total	1	0	0	2	0	0	6	2	0	9
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. We strive to provide the best learning environment for all of our students, therefore, we have an eclectic organizational and program model for the delivery of instruction. Our courses are departmentalized, but, there is common collaboration across the disciplines. All classes have a heterogeneous mix of grade levels and student abilities. We provide push in / pull out services for our ELL and SPED students

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

3. The content areas are delivered in English only using the push in / pull out method. We do not provide support in the Native Language as we do not have certified Bilingual Teachers. Through the mandated 7.5 hours of ELL professional development, the ESL teacher provides content area teachers with methodologies and strategies to support ELL students once per month during in-house PD sessions. This includes the use of technology, manipulatives, modeling, differentiation and Universal Design for Learning strategies. We also require content areas teachers to provide literacy instruction for all students to enrich their reading, writing, listening and speaking skills through the foundation seven Learning to Learn Literacy skills (notetaking, revision, independent work, numeracy, group work, discussion and presentation and finally, close reading (annotation of reading).

4. We do not provide assessment in Native Languages.

5. a. We currently have two SIFE students. We ensure all teachers of these students are aware of their special literacy, ELL and ESL needs. Additionally, we use a diagnostic tool to evaluate their current abilities in ELA and Math. With this data, we create a specialized graduation plan that provides additional support in areas of weakness. As a free standing ESL program, we can provide the mandated minutes of ESL instruction for intermediate and advanced students via core course scheduling and push in / pull out models. Once they have received a proficient rating on the NYSESLAT, we continue to provide the mandated time of ESL instruction through the two year transitional period. This entire sequence requires a minimum of three years, therefore, our instructional program is the same for all ELL groups. It is rare that a student, ELL or non ELL remains in our community for more than three years. The differentiation of instruction occurs during their content courses and sessions with the ESL teacher.

6 / 7. We have launched our Reading Initiative with the vision of developing a Reading Intensive School. We have designed our daily

A. Programming and Scheduling Information

schedule to facilitate reading and writing for 20 minutes each morning. Teachers collaborate with the Instructional Specialist in Literacy from the Network as well as with the consultant from the NYC Writing Project to create and modify curriculum that address student literacy needs. In fact, in all curriculum teachers must have evidence of the seven Learning to Learn Skill (LTL) areas in Literacy (Group Work, Independent Work, Revision, Notetaking, Close Reading/Text on Text, Discussion/ Presentation and Numeracy (mathematical thinking outside of a Math class). In addition to embedding the LTL skills within their curricula, teachers are encouraged to provide alternate texts, visuals and dictionaries for ELL students. The creation of a Service Learning program has afforded us the opportunity to allocate time to look at student work and develop specific strategies to meet student needs. Also, we were have been selected as a DY0 periodic assessment school. Therefore we can create assessments that accurately reflect the academic growth and development of our students.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

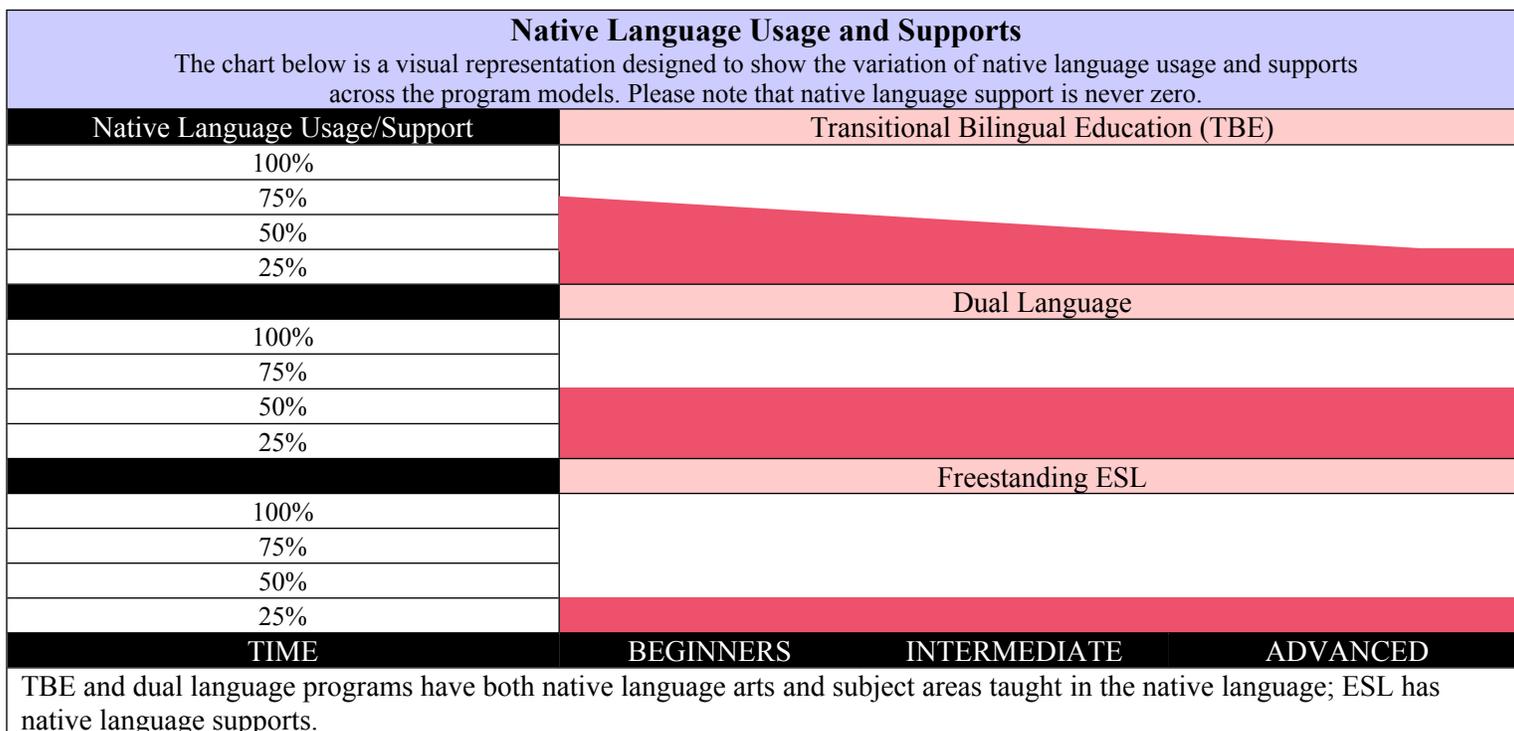
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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B. Programming and Scheduling Information--Continued

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

8. All of our intervention services are offered in English only. In addition to tutoring, we understand project based learning works very well for our ELL-SED students.
 ELA- AM Dedicated Reading, Tutoring, Book Club
 Math - Tutoring, STEM,
 Social Studies - Tutoring, Current Events
 Science- STEM, Robotics, Tutoring

9. As a transfer high school, we anticipate that students may remain in our community for a limited time period (maximum 3 years). Therefore, once they have been rated "Proficient" on the NYSESLAT, we continue to provide ESL services until they graduate. In addition to continued support from the ESL teacher, we provide test accommodations for mandated assessments. These accommodations include providing bilingual dictionaries / glossaries with only direct translation of words, word - for word oral translations and re-reading of listening passages. Our goal is to prepare students for college without the need for remedial courses.

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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
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ELA- AM Dedicated Reading, Tutoring, Book Club

Math - Tutoring, STEM,

Social Studies - Tutoring, Current Events

Science- STEM, Robotics, Tutoring

9. As a transfer high school, we anticipate that students may remain in our community for a limited time period (maximum 3 years). Therefore, once they have been rated "Proficient" on the NYSESLAT, we continue to provide ESL services until they graduate. In addition to continued support from the ESL teacher, we provide test accommodations for mandated assessments. These accommodations include providing bilingual dictionaries / glossaries with only direct translation of words, word - for word oral translations and re-reading of listening passages. Our goal is to prepare students for college without the need for remedial courses.

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

11. NA

12. The ELLs in our community are programmed in the same manner as non ELL students. They receive the same Academic Intervention Services and counseling services as non ELL students. They can also participate in credit recovery, service learning and independent studies.

13. Various texts and dictionaries for each content area, math software such as Geometer's Sketchpad, Fathom Statistics, MS Office, GoogleDocs, Ipads, netbooks, TI CBLs and CBRs, STEM electronics.

14. Native language support is provided through oral interpretation and translation services. We have in house employees that can provide these services for our community. This allows for timely communication with families.

15. Yes

16. Our school has rolling admissions, therefore, it is difficult to obtain enrollment information before the start of the school year.

17. American Sign Language, Arabic, Tagalog, Japanese

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side by side, self-contained, other)?

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Our certified ESL teacher receives over 50 hours of professional development (PD) over the course of the school year. This is obtained via PD offered by CFN 108, NYCDOE, NYSED, consultants, journals and webcasts / webinars. To be more specific to the needs of our students, a consultant from the NYC Writing Project provides weekly PD on literacy instruction.

2. NA

3. The minimum 7.5 hours of ELL training for all staff as per Jose P is provided during the once per month workshops / seminars conducted by the ESL teacher and the weekly PD provided by the literacy consultant. The workshops provides strategies, methodologies and new research in teaching ELLs.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parental involvement at our school has been an ongoing challenge for us, especially since our students are much older. Truly, we have a functioning PTA and SLT, however, we have less than 10 parents who are actively involved, none of which are the parents of ELL students. We offer parents the opportunity to volunteer in the office with administrative tasks, adopt a Family Group and assist on school field trips. Each semester, our Parent Coordinator holds workshops on topics such as stress management, substance abuse, post secondary success and DataCation / Aris. Additionally, parents are always invited to school events such as talent shows, town hall meetings, and awards ceremonies. As per Chancellor's Regulations, we offer translation services for the languages that are represented by more than 10% of our student population. Fortunately, we have a regular full time staff member who provides translation services in Spanish at these events.

2. Henry Street Settlement, IPTAR, Project Stay

3. The needs of parents are determined during the orientation meeting. Once the student is enrolled in our community, parents have the opportunity to share their concerns via conversations with advisors, the Parent Coordinator, and other members of the school community.

4. Our parental involvement activities address the needs of parents as they are preparing their children for independent living and / or college. Our Parent Coordinator, Social Workers, College Advisor and Community Assistants create and present workshops on relevant topics such as stress management, financial literacy, parenting, and the college application process. The workshops are developed based on input from parents during orientation, intervention meetings, PTA , meetings and community events.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A										2	1	0	0
	P										2	2	1	0
READING/ WRITING	B													
	I										2	3	0	0
	A										2	0	1	0
	P													

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5		2	
Integrated Algebra	5		0	
Geometry				
Algebra 2/Trigonometry				
Math <u>PBAT</u>	1		1	
Biology				
Chemistry				
Earth Science				
Living Environment	3		1	
Physics				
Global History and Geography	5		0	
US History and Government	2		1	
Foreign Language	3	3	3	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Forsyth Satellite Academy</u>		School DBN: <u>01M458</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ingrid Roberts-Haynes	Principal		12/13/01
Francheska Howard	Assistant Principal		12/13/11
Erik Nolan	Parent Coordinator		12/13/11
Mary Ackermann	ESL Teacher		12/13/11
Pamela Brown - Wright	Parent		12/13/11
Andrea Deak	Teacher/Subject Area		12/13/11
Carrie Taylor	Teacher/Subject Area		12/13/11
	Coach		12/13/11
	Coach		12/13/11
	Guidance Counselor		12/13/11
Sumita Kaufhold	Network Leader		12/13/11
Aimee Lichtenfeld	Other <u>Related Service Prov</u>		12/13/11
Mark Rentflejs	Other <u>UFT</u>		12/13/11
Corinne Anselmi-Rello	Other <u>Cluster Leader</u>		12/13/11
	Other		12/13/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 01M458 **School Name: Forsyth Satellite Academy**

Cluster: 1 **Network: 108**

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.

Parental involvement is a major component of Forsyth Satellite Academy's instructional program. From the parent orientation during the intake process to the parent meeting for graduating seniors, parents are active participants in their child's journey at our school. As such, our written translation and oral interpretation needs are great. We ask that every student new to our community complete the Home Language Survey and we update this information in ATS. Then, we run the RHLA report to determine our needs for the school year. Based on this information, we identify the in-house staff that can provide these services. The languages that are not covered by in-house staff, we utilize the written translation services provided by word processing software for documents. We request oral interpretation services from the NYCDOE's Translation and Interpretation Unit.

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

The results of the Home Language Survey are:

Arabic 1 (0.42%)
Cantonese 4 (1.69%)
English 145 (61%)
Haitian Creole 1(0.42%)
Spanish 84 (36%)
Turkish 1 (0.42%)
Unknown 0

These findings were reported to the school community via our school data dashboard.

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.

Forsyth Satellite Academy will provide written translation services for all documents that are sent to parents. As the English document is created, it is immediately translated to the other required languages. The interpretation is completed via the translation option in MS WORD. These documents are distributed at the same time as the English / Spanish versions.

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.

Arabic: Oral NYCDOE Translation and Interpretation Unit
Cantonese: Oral NYCDOE Translation and Interpretation Unit
English NA
Haitian Creole: Oral In - House Staff
Spanish: Oral In - House Staff
Turkish: Oral NYCDOE Translation and Interpretation Unit

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>.

We do not have an uncovered language in which more than 10% of our parents require translation and interpretation services. For the covered languages, we have signs in the principal's and main office that state translation and interpretation services are available. We also provided a link to parents via the announcement webpage to the NYCDOE's Translation and Interpretation Unit. The school's safety plan does outline procedures for families requiring language services.