



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** SATELLITE ACADEMY HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M570

PRINCIPAL: STEVEN ZBAIDA      EMAIL: SZBAIDA@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA 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
Steven Zbaida	*Principal or Designee	
Steve Romagnoli	*UFT Chapter Leader or Designee	
Sharon Newborn	*PA/PTA President or Designated Co-President	
Luisa Taveras	DC 37 Representative, if applicable	
Battle, Zhanice Bueno, Larissa	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Joselyn Reyes	Member/ parent	
Kilses Natera	Member/ parent	
Daisy Melendez-Rivera	Member/ parent	
Amira Gobrial	Member/ parent	
Tyra Patterson	Member/ teacher	
Elisa Johnson	Member/ staff	
	Member/	

## **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**

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

**Satellite Academy will improve academic interventions during the 2011-2012 school year. Our intervention system will result in an increased number of students not only prepared to present their performance based assessments, but completing them at a higher level. In order to increase college and career readiness, by Jun 2012, the number of students prepared to present their performance based assessments will increase by 5%.**

### **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.

Upon reflection on the number of students prepared to present their performance based assessments and the grades they were receiving on these assessments, which were on the lower scale of the performance-based assessment rubric, staff at Satellite Academy decided to adopted a newly revamped academic intervention plan to better support our students in their learning and completion of their academic work and performance based assessments at higher levels.

### **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.

### **Activity #1**

- a) Bi-weekly progress reports followed by “open market” discussions among teachers and advisors: Research demonstrates that frequent feedback that is timely and constructive result in higher student achievement, as students are more aware of their progress and can address areas of weakness.
- b) Target Population: All teachers and advisors will be participants in producing, distributing and discussing progress reports with each other (in an open forum we call “open market”) and with students.
- c) Responsible Staff Members: Assistant principal, teachers
- d) Implementation Timeline: September 2011 through June 2012

### **Activity #2**

- a) Mid-cycle meetings with subject area teachers with written feedback given to parents, students and advisors: More descriptive explanations of student skill areas will allow students and parents to better understand where the student has competency and where he or she needs to work on her or his skills. Teachers will provide students not only with their grades, but with written explanations of their skill area strengths and weaknesses.

- b) Target Population: all teachers
- c) Responsible Staff Members: teachers
- d) Implementation Timeline: September 2011 through June 2012

**Activity #3**

- a) Conference with advisor, parent/ guardian and principal or assistant to address performance in classes and develop a MASC (minimum academic standards contract) to support student's progress toward graduation: In MASC conferences students in need of extra support will reflect on their success and failures and plan out SMART goals to address the areas that are impeding their success. The meeting will also be an opportunity for the students to articulate specific support needs and decide on resources available to the student. These contracts will be revisited by the students with their advisors to assess progress.
- b) Target Population: advisors, parents
- c) Responsible Staff Members: advisors, principal and assistant principal
- d) Implementation Timeline: September 2011 through June 2012

**Activity #4**

- a) Award Ceremonies: Students who are progressing and achieving will be recognized regularly in school-wide award ceremonies.
- b) Target Population: teachers, advisors, principal, assistant principal
- c) Responsible Staff Members: principal and assistant principal
- d) Implementation Timeline: September 2011 through June 2012

**Activity #5**

- a) Theme-based advisory program: Students, with advisors and fellow advisees, will explore non-academic skills necessary for success both in high school and beyond. It will improve our advisory program by framing advisory around discussions that will help our students engage in the kind of thinking they need in order to better complete their work and achieve their goals. Our advisory program will be aligned allowing advisors to share best-practices and support each other in this important work. Advisory themes will include explorations of career and goal-setting, self-care, and community.
- b) Target Population: advisors
- c) Responsible Staff Members: advisors, advisory committee (teacher and staff developer)
- d) Implementation Timeline: September 2011 through June 2012

**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.
  - 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.

SATELLITE ACADEMY 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: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
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: [Describe when the parent-teacher conferences will be held.]
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
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.
- 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.

### **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.

All staff at Satellite Academy High School are highly qualified and fully licensed. Satellite Academy High School has a very high and consistent teacher retention rate. Teachers seek to work at Satellite and to remain at Satellite because of the academically rigorous and supportive environment we offer students. Satellite Academy High School implements a true model of shared decision making. Staff at the school are full members of the decision making process and, therefore, value their opportunity to be a part of our community. Our school's Learning Environment Survey clearly demonstrates the positive culture that exists within our school and the high degree of student, parent, and teacher buy-in.

**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.
- Satellite Academy High School enrolls every student in an Advisory program. An important characteristic of our school is its supportive environment. This environment is fostered so that students will feel welcomed and supported in their learning journey. Advisory is fundamental to this environment and support. Within our advisory program, we will implement a various curricula to support Federal, State, and local services, including programs supported under NCLB. These curricula include and are not limited to: Conflict Resolution and Alternatives to Violence, Self Care (healthy nutrition, safe sex, healthy relationships). Advisors work closely with their assigned students to ensure that all students who require referral services and or counseling support are appropriately addressed). In addition to our advisory program, our school has an ongoing collaboration with EVC (Educational Video Center). Every student at Satellite participates in a documentary film making class where they explore issues concerning teens. Among issues researched and explored are: teen violence, self-care, drugs and alcohol, success in school and college etc.) Both the Advisory program and EVC open dialogue school-wide that will help our students process challenging life issues. Teachers participate in ongoing professional development to support their ability to effectively facilitate our advisory program. Professional development is focused on aligning the work of all advisors around the aforementioned relevant themes.

**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.

The funds below have been allocated to support all the goals outlined within the CEP:

<b>School : 02M570</b>	
<b>Allocated Category</b>	<b>Allocated</b>
	<b>\$2,394,953</b>
<b>Grand Totals</b>	<b>3</b>
<b>Last Year Rolled Open Encumbrances</b>	<b>\$0</b>
<b>ARRA RTTT Citywide Inst Exp</b>	<b>\$4,500</b>
<b>ARRA RTTT Data Specialist</b>	<b>\$2,215</b>
<b>Contract for Excellence FY 09 HS</b>	<b>\$77,285</b>
<b>OASAS Sub Abuse</b>	<b>\$0</b>
<b>Rollover Private Grant 57</b>	<b>\$7,418</b>
<b>Title I SWP</b>	<b>\$190,124</b>
<b>Title I Translation SWP</b>	<b>\$906</b>
<b>TL CFES Leave Coverage</b>	<b>\$36,000</b>
<b>TL Children First Network Support HS</b>	<b>\$50,000</b>
<b>TL Computer Maintenance HS</b>	<b>\$19,488</b>

TL Fair Student Funding HS	\$1,873,823
TL FSF Legacy Teacher Supplement HS	\$23,185
TL Mandated Counseling Shared	\$22,388
TL NYSTL Hardware HS	\$3,088
TL NYSTL Library Books HS	\$1,610
TL NYSTL Software HS	\$2,667
TL NYSTL Textbooks HS	\$6,377
TL Parent Coordinator HS	\$46,451
TL Parent Coordinator OTPS HS	\$500
TL Summer Mandated Shared	\$7,347
TL Summer School Shared	\$19,257
TL Translation Services	\$324

**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.

<p><b>Annual Goal #2</b></p> <ul style="list-style-type: none"> <li>Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.</li> </ul> <p><b>Math and social studies departments will develop units respectively that are aligned with Common Core Standards. By June 2012, the number of students being prepared to present their performance based assessment will increase by 5%.</b></p>
<p><b>Comprehensive needs assessment</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>As Common Core standards articulate college-readiness skills and we are accountable to these skills, we will work to embed them into our curricula and shape our assessments to check-in for student capacity in these skill areas.</p>
<p><b>Instructional strategies/activities</b></p> <ul style="list-style-type: none"> <li>Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:             <ol style="list-style-type: none"> <li>strategies/activities that encompass the needs of identified student subgroups,</li> <li>staff and other resources used to implement these strategies/activities,</li> <li>steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,</li> <li>timeline for implementation.</li> </ol> </li> </ul>

**Activity #1**

- a) Math and social studies teachers will work to create assessments and lessons that will enhance student capacity in Common Core skills: Teachers will work together to create Common Core aligned units and assessments.
- b) Target Population: math and social studies teachers
- c) Responsible Staff Members: math and social studies teachers
- d) Implementation Timeline: September 2011- June 2012

**Activity #2**

- a) Professional Development: PD will be given on the following topics: aligning assessments and units to the Common Core; using student data to create strategies to support development of Common Core skill area; further development of inquiry as departments around student progress in identified Common Core areas.
- b) Target Population: all departments
- c) Responsible Staff Members: Staff developer
- d) Implementation Timeline: September 2011-June 2012

**Activity #3**

- a) Peer Observations: Within departments, teachers will peer-observe each other's classes and administration will also observe and give constructive feedback on ways of strengthening class room pedagogy that supports the implementation of lessons that build Common Core skills.
- b) Target Population: all departments
- c) Responsible Staff Members: All teachers, administration
- d) Implementation Timeline: September 2011-June 2012

**Activity #4**

- a) Administration support of departments: Administrators will sit in regularly on Math and Social Studies departmental meetings to help ensure teachers are making any changes necessary to create a rigorous learning environment.
- b) Target Population: Math and social studies teachers
- c) Responsible Staff Members: Administration
- d) Implementation Timeline: September 2011-june 2012

**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.
  - 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.
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    - 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.

SATELLITE ACADEMY HIGH SCHOOL will:

14. 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: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
15. 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: [Describe when the parent-teacher conferences will be held.]
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- 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.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

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**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.
- Satellite Academy High School enrolls every student in an Advisory program. An important characteristic of our school is its supportive environment. This environment is fostered so that students will feel welcomed and supported in their learning journey. Advisory is fundamental to this environment and support. Within our advisory program, we will implement a various curricula to support Federal, State, and local services, including programs supported under NCLB. These curricula include and are not limited to: Conflict Resolution and Alternatives to Violence, Self Care (healthy nutrition, safe sex, healthy relationships). Advisors work closely with their assigned students to ensure that all students who require referral services and or counseling support are appropriately addressed). In addition to our advisory program, our school has an ongoing collaboration with EVC (Educational Video Center). Every student at Satellite participates in a documentary film making class where they explore issues concerning teens. Among issues researched and explored are: teen violence, self-care, drugs and alcohol, success in school and college etc.) Both the Advisory program and EVC open dialogue school-wide that will help our students process challenging life issues. Teachers participate in ongoing professional development to support their ability to effectively facilitate our advisory program. Professional development is focused on aligning the work of all advisors around the aforementioned relevant themes.

**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.

The funds below have been allocated to support all the goals outlined within the CEP:

<b>School : 02M570</b>	
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	<b>\$2,394,953</b>
<b>Grand Totals</b>	<b>3</b>
<b>Last Year Rolled Open Encumbrances</b>	<b>\$0</b>
<b>ARRA RTTT Citywide Inst Exp</b>	<b>\$4,500</b>
<b>ARRA RTTT Data Specialist</b>	<b>\$2,215</b>
<b>Contract for Excellence FY 09 HS</b>	<b>\$77,285</b>
<b>OASAS Sub Abuse</b>	<b>\$0</b>
<b>Rollover Private Grant 57</b>	<b>\$7,418</b>

<b>Title I SWP</b>	<b>\$190,124</b>
<b>Title I Translation SWP</b>	<b>\$906</b>
<b>TL CFES Leave Coverage</b>	<b>\$36,000</b>
<b>TL Children First Network Support HS</b>	<b>\$50,000</b>
<b>TL Computer Maintenance HS</b>	<b>\$19,488</b>
	<b>\$1,873,82</b>
<b>TL Fair Student Funding HS</b>	<b>3</b>
<b>TL FSF Legacy Teacher Supplement HS</b>	<b>\$23,185</b>
<b>TL Mandated Counseling Shared</b>	<b>\$22,388</b>
<b>TL NYSTL Hardware HS</b>	<b>\$3,088</b>
<b>TL NYSTL Library Books HS</b>	<b>\$1,610</b>
<b>TL NYSTL Software HS</b>	<b>\$2,667</b>
<b>TL NYSTL Textbooks HS</b>	<b>\$6,377</b>
<b>TL Parent Coordinator HS</b>	<b>\$46,451</b>
<b>TL Parent Coordinator OTPS HS</b>	<b>\$500</b>
<b>TL Summer Mandated Shared</b>	<b>\$7,347</b>
<b>TL Summer School Shared</b>	<b>\$19,257</b>
<b>TL Translation Services</b>	<b>\$324</b>

### 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**

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

**Shift incoming students' attitudes toward school and education by enrolling them in a semester long orientation program, which, in addition to focusing on shifting these attitudes, will also develop student habits of work and habits of mind skills , strengthen subject area skills, and develop a strong sense of community and commitment to the school and to their collective success. In-house student survey for freshmen students will reveal an 80% satisfaction rate for the school, a positive shift in attitude towards education and school, and concrete examples in mind skills—habits of work and habits of mind-- and subject area skills where they feel growth has been made.**

#### **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.

After reflecting on the connection between students' sense of community and commitment to school and education and how this attitude impacts students' performance: that students who do not "buy-in" to school culture or education largely do not succeed, staff at Satellite decided to expand our orientation course to all disciplines in order to maximize our capacity to address student need and properly acculturate an incoming class to our school norms and habits that lead to success in high school and beyond.

#### **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, timeline for implementation.

#### **Activity #1**

- a) Student Cohorts: Students will travel as a cohort in the following classes: Orientation English, Orientation math, Orientation Science, and Orientation Social Studies. They will thus only interact with returning students within elective classes, gym class, and advisory.
- b) Target Population: all incoming students
- c) Responsible Staff Members: all teachers who teach Orientation
- d) Implementation Timeline: September 2011- Jan 2012, Jan 2012- June 2012

#### **Activity #2**

- a) Professional Development: All Orientation teachers will participate in Professional Development at least once per week in order to support their teaching.
- b) Target population: all teachers
- c) Responsible Staff Members: staff developer
- d) Implementation Timeline: September 2011- June 2012

### Activity #3

- a) Alignment: Orientation teachers within a department will work together to align curricula, discuss student concerns, and implement our Habits of Mind Everywhere and our Habits of Work skills.
- b) Target population: departments
- c) Responsible Staff Members: teachers of Orientation within a department
- d) Implementation Timeline: September 2011-June 2012

### Activity #4

- a) Community building: All Orientation students will visit Ramapo Camp in Rhinebeck, New York in order to begin team building/ community building and reflect on skills and attitude shifts that are necessary for success at Satellite Academy HS.
- b) Target population: Orientation students
- c) Responsible Staff Members: Orientation teachers
- d) Implementation Timeline: Beginning of the semester

### Activity # 5

- a) College trip: all Orientation students will attend at least one college trip during their first semester to begin thinking about their goals as students while at Satellite and beyond.
- b) Target population: Orientation Students
- c) Responsible Staff Members: Advisors
- d) Implementation Timeline: September 2011- Jan 2012, Jan 2012- June 2012

### 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.
  - 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.

SATELLITE ACADEMY HIGH SCHOOL will:

27. 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: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
28. 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: [Describe when the parent-teacher conferences will be held.]
29. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
30. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
31. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
32. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
33. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
34. 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.
35. 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.
36. 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.
37. 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.
38. 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.

39. 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.
- 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.

### **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.

All staff at Satellite Academy High School are highly qualified and fully licensed. Satellite Academy High School has a very high and consistent teacher retention rate. Teachers seek to work at Satellite and to remain at Satellite because of the academically rigorous and supportive environment we offer students. Satellite Academy High School implements a true model of shared decision making. Staff at the school are full members of the decision making process and, therefore, value their opportunity to be a part of our community. Our school's Learning Environment Survey clearly demonstrates the positive culture that exists within our school and the high degree of student, parent, and teacher buy-in.

### **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.
- Satellite Academy High School enrolls every student in an Advisory program. An important characteristic of our school is its supportive environment. This environment is fostered so that students will feel welcomed and supported in their learning journey. Advisory is fundamental to this environment and support. Within our advisory program, we will implement a various curricula to support Federal, State, and local services, including programs supported under NCLB. These curricula include and are not limited to: Conflict Resolution and Alternatives to Violence,

Self Care (healthy nutrition, safe sex, healthy relationships). Advisors work closely with their assigned students to ensure that all students who require referral services and or counseling support are appropriately addressed). In addition to our advisory program, our school has an ongoing collaboration with EVC (Educational Video Center). Every student at Satellite participates in a documentary film making class where they explore issues concerning teens. Among issues researched and explored are: teen violence, self-care, drugs and alcohol, success in school and college etc.) Both the Advisory program and EVC open dialogue school-wide that will help our students process challenging life issues. Teachers participate in ongoing professional development to support their ability to effectively facilitate our advisory program. Professional development is focused on aligning the work of all advisors around the aforementioned relevant themes.

**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.

The funds below have been allocated to support all the goals outlined within the CEP:

<b>School : 02M570</b>	
<b>Allocated Category</b>	<b>Allocated</b>
	<b>\$2,394,953</b>
<b>Grand Totals</b>	<b>3</b>
Last Year Rolled Open Encumbrances	\$0
ARRA RTTT Citywide Inst Exp	\$4,500
ARRA RTTT Data Specialist	\$2,215
Contract for Excellence FY 09 HS	\$77,285
OASAS Sub Abuse	\$0
Rollover Private Grant 57	\$7,418
Title I SWP	\$190,124
Title I Translation SWP	\$906
TL CFES Leave Coverage	\$36,000
TL Children First Network Support HS	\$50,000
TL Computer Maintenance HS	\$19,488
	\$1,873,823
TL Fair Student Funding HS	3
TL FSF Legacy Teacher Supplement HS	\$23,185
TL Mandated Counseling Shared	\$22,388
TL NYSTL Hardware HS	\$3,088
TL NYSTL Library Books HS	\$1,610
TL NYSTL Software HS	\$2,667

<b>TL NYSTL Textbooks HS</b>	<b>\$6,377</b>
<b>TL Parent Coordinator HS</b>	<b>\$46,451</b>
<b>TL Parent Coordinator OTPS HS</b>	<b>\$500</b>
<b>TL Summer Mandated Shared</b>	<b>\$7,347</b>
<b>TL Summer School Shared</b>	<b>\$19,257</b>
<b>TL Translation Services</b>	<b>\$324</b>

## 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.

**To strengthen teacher effectiveness and the school's professional development culture. Teachers will demonstrate higher level of teaching practice based on research-based observation rubrics used by departments and administration. In addition in-house student survey will reveal 80% student satisfaction rate with classes as it relates to teaching practice and content. A 70% credit accumulation will be recorded.**

### **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.

In reflecting on our past experiences with professional development, we recognized that meaningful, frequent and consistent professional development led to stronger teaching as teachers were able to discuss their pedagogy and support one another in their teaching. Critical friends groups that met to inquiry into teaching practices regularly were deemed to be beneficial to the teachers involved, as did peer observations.

### **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.

### **Activity #1**

- a) Regular PD and peer meetings: we will implement a school-wide schedule that allows for regular PD and peer meetings. Teachers will align practices, inquiry into their teaching methods and practices, examine and address Common Core Standards and Consortium Rubrics.
- b) Target population: all staff
- c) Responsible Staff Members: administrators, staff developer
- d) Implemental Timeline: Sept 2011- June 2012

### **Activity #2**

- a) Staff developer: hire a staff developer dedicated to work with administration to write year-long PD program focusing on Common Core State Standards, a framework for teacher effectiveness (Danielson), looking at student work, enhanced curricular alignment, effective Orientation program and enhanced advisory program.
- b) Target population: all teachers and administration
- c) Responsible Staff Members: Staff developer, administration
- d) Implemental Timeline: Sept 2011- June 2012

**Activity #3**

- a) Frequent, formal, informal feedback observations: all teaching staff will receive frequent, formal and informal feedback using aspects of the Danielson research-based model to help inform effective teaching through observations.
- b) Target population: all teachers
- c) Responsible Staff Members: administration
- d) Implementation Timeline: Sept 2011- June 2012

**Activity #4**

- a) Support for new teachers: staff developer will mentor new teachers and log their weekly contact hours.
- b) Target population: staff new to teaching
- c) Responsible Staff Member: Staff developer
- d) Implementation Timeline: Sept 2011- June 2012

**Activity #5**

- a) Educational Video Consultant: Four teachers will work with Educational Video Consultants twice per week to train in the implementation of video projects in subject area classes
- b) Target population: teachers working with EVC consultants
- c) Responsible Staff Members: teachers, EVC consultants
- d) Implementation Timeline: Sept 2011- Jan 2012, Feb 2012- June 2012

**Activity #6**

- a) Understanding by Design: Teachers will use Understanding by Design to create curricula that better articulates the goals of their classes and helps them be clear about how their curricula aligns with state and Consortium standards.
- b) Target population: all teachers
- c) Responsible staff members: teachers, administration, staff developer
- d) Implementation Timeline: Sept 2011- June 2012

**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.
  - 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.

SATELLITE ACADEMY HIGH SCHOOL will:

40. 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: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
41. 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: [Describe when the parent-teacher conferences will be held.]
42. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
43. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
44. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
45. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
46. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
47. 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.
48. 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.
49. 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.

50. 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.
51. 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.
52. 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.
- 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.

### **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.

All staff at Satellite Academy High School are highly qualified and fully licensed. Satellite Academy High School has a very high and consistent teacher retention rate. Teachers seek to work at Satellite and to remain at Satellite because of the academically rigorous and supportive environment we offer students. Satellite Academy High School implements a true model of shared decision making. Staff at the school are full members of the decision making process and, therefore, value their opportunity to be a part of our community. Our school's Learning Environment Survey clearly demonstrates the positive culture that exists within our school and the high degree of student, parent, and teacher buy-in.

**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.
- Satellite Academy High School enrolls every student in an Advisory program. An important characteristic of our school is its supportive environment. This environment is fostered so that students will feel welcomed and supported in their learning journey. Advisory is fundamental to this environment and support. Within our advisory program, we will implement a various curricula to support Federal, State, and local services, including programs supported under NCLB. These curricula include and are not limited to: Conflict Resolution and Alternatives to Violence, Self Care (healthy nutrition, safe sex, healthy relationships). Advisors work closely with their assigned students to ensure that all students who require referral services and or counseling support are appropriately addressed). In addition to our advisory program, our school has an ongoing collaboration with EVC (Educational Video Center). Every student at Satellite participates in a documentary film making class where they explore issues concerning teens. Among issues researched and explored are: teen violence, self-care, drugs and alcohol, success in school and college etc.) Both the Advisory program and EVC open dialogue school-wide that will help our students process challenging life issues. Teachers participate in ongoing professional development to support their ability to effectively facilitate our advisory program. Professional development is focused on aligning the work of all advisors around the aforementioned relevant themes.

**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.

The funds below have been allocated to support all the goals outlined within the CEP:

<b>School : 02M570</b>	
<b>Allocated Category</b>	<b>Allocated</b>
	<b>\$2,394,953</b>
<b>Grand Totals</b>	<b>3</b>
<b>Last Year Rolled Open Encumbrances</b>	<b>\$0</b>
<b>ARRA RTTT Citywide Inst Exp</b>	<b>\$4,500</b>
<b>ARRA RTTT Data Specialist</b>	<b>\$2,215</b>
<b>Contract for Excellence FY 09 HS</b>	<b>\$77,285</b>
<b>OASAS Sub Abuse</b>	<b>\$0</b>
<b>Rollover Private Grant 57</b>	<b>\$7,418</b>
<b>Title I SWP</b>	<b>\$190,124</b>
<b>Title I Translation SWP</b>	<b>\$906</b>
<b>TL CFES Leave Coverage</b>	<b>\$36,000</b>
<b>TL Children First Network Support HS</b>	<b>\$50,000</b>

<b>TL Computer Maintenance HS</b>	<b>\$19,488</b>
	<b>\$1,873,823</b>
<b>TL Fair Student Funding HS</b>	<b>3</b>
<b>TL FSF Legacy Teacher Supplement HS</b>	<b>\$23,185</b>
<b>TL Mandated Counseling Shared</b>	<b>\$22,388</b>
<b>TL NYSTL Hardware HS</b>	<b>\$3,088</b>
<b>TL NYSTL Library Books HS</b>	<b>\$1,610</b>
<b>TL NYSTL Software HS</b>	<b>\$2,667</b>
<b>TL NYSTL Textbooks HS</b>	<b>\$6,377</b>
<b>TL Parent Coordinator HS</b>	<b>\$46,451</b>
<b>TL Parent Coordinator OTPS HS</b>	<b>\$500</b>
<b>TL Summer Mandated Shared</b>	<b>\$7,347</b>
<b>TL Summer School Shared</b>	<b>\$19,257</b>
<b>TL Translation Services</b>	<b>\$324</b>

## 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.

**Satellite will maintain its reduced incident rate accomplished by last year's interventions. By June 2012, Satellite Academy will have fewer than 15 superintendent suspensions.**

### **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.

Upon reflection, staff decided interventions in place last year had a significant impact on our students' reduced incident rate and allowed for a safer and more focused learning environment for all students.

### **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:
- strategies/activities that encompass the needs of identified student subgroups,
- staff and other resources used to implement these strategies/activities,
- steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- timeline for implementation.

### **Activity#1**

- Satellite Academy will strengthen the school culture through its Advisory and Orientation programs: all students will be acculturated to our academic program and community through our Advisory and Orientation classes.
- Target population: all students
- Responsible Staff Members: teachers
- Implementation Timeline: Sept 2011- June 2012

### **Activity #2**

- Advisory: Teacher advisors will work with a cohort of approximately 19 students. Advisors will function as mentors—tracking and monitoring individual students for academic courses/ progress, credit accumulation, attendance and rate of incidence.
- Target population: all students
- Responsible Staff Members: advisors
- Implementation Timeline: Sept 2011- June 2012

### **Activity #3**

- Peer-mediation/ Conflict Resolution program: all students will participate in developing alternatives to violence through peer-mediation/ conflict resolution programs.
- Target population: all students
- Responsible Staff Members: advisors

d) Implementation Timeline: Sept 2011- Jan 2012, Feb 2012- June 2012

**Activity #4**

- a) The Educational Video Center: Students will process some of the significant issues affecting them as teens through video projects they create with the help of The Educational Video Center and four Satellite staff members. A film festival will be held at a local theater in the spring and fall to showcase student films. Parents, staff, funders, and DOE staff will be in attendance.
- b) Target population: student participants in EVC
- c) Responsible Staff Members: teachers involved with EVC
- d) Implementation Timeline: Sept 2011- June 2012

**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.
  - 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.

SATELLITE ACADEMY HIGH SCHOOL will:

53. 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: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

54. 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: [Describe when the parent-teacher conferences will be held.]
55. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
56. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
57. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
58. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
59. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
60. 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.
61. 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.
62. 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.
63. 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.
64. 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.
65. 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.
- 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.

**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.

All staff at Satellite Academy High School are highly qualified and fully licensed. Satellite Academy High School has a very high and consistent teacher retention rate. Teachers seek to work at Satellite and to remain at Satellite because of the academically rigorous and supportive environment we offer students. Satellite Academy High School implements a true model of shared decision making. Staff at the school are full members of the decision making process and, therefore, value their opportunity to be a part of our community. Our school’s Learning Environment Survey clearly demonstrates the positive culture that exists within our school and the high degree of student, parent, and teacher buy-in.

**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.
- Satellite Academy High School enrolls every student in an Advisory program. An important characteristic of our school is its supportive environment. This environment is fostered so that students will feel welcomed and supported in their learning journey. Advisory is fundamental to this environment and support. Within our advisory program, we will implement a various curricula to support Federal, State, and local services, including programs supported under NCLB. These curricula include and are not limited to: Conflict Resolution and Alternatives to Violence, Self Care (healthy nutrition, safe sex, healthy relationships). Advisors work closely with their assigned students to ensure that all students who require referral services and or counseling support are appropriately addressed). In addition to our advisory program, our school has an ongoing collaboration with EVC (Educational Video Center). Every student at Satellite participates in a documentary film making class where they explore issues concerning teens. Among issues researched and explored are: teen violence, self-care, drugs and alcohol, success in school and college etc.) Both the Advisory program and EVC open dialogue school-wide that will help our students process challenging life issues. Teachers participate in ongoing professional development to support their ability to effectively facilitate our advisory program. Professional development is focused on aligning the work of all advisors around the aforementioned relevant themes.

**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.

The funds below have been allocated to support all the goals outlined within the CEP:

<b>School : 02M570</b>	
<b>Allocated Category</b>	<b>Allocated</b>
	<b>\$2,394,953</b>
<b>Grand Totals</b>	<b>3</b>
Last Year Rolled Open Encumbrances	\$0
ARRA RTTT Citywide Inst Exp	\$4,500
ARRA RTTT Data Specialist	\$2,215
Contract for Excellence FY 09 HS	\$77,285
OASAS Sub Abuse	\$0
Rollover Private Grant 57	\$7,418
Title I SWP	\$190,124
Title I Translation SWP	\$906
TL CFES Leave Coverage	\$36,000
TL Children First Network Support HS	\$50,000
TL Computer Maintenance HS	\$19,488
	\$1,873,823
TL Fair Student Funding HS	3
TL FSF Legacy Teacher Supplement HS	\$23,185
TL Mandated Counseling Shared	\$22,388
TL NYSTL Hardware HS	\$3,088
TL NYSTL Library Books HS	\$1,610
TL NYSTL Software HS	\$2,667
TL NYSTL Textbooks HS	\$6,377
TL Parent Coordinator HS	\$46,451
TL Parent Coordinator OTPS HS	\$500
TL Summer Mandated Shared	\$7,347
TL Summer School Shared	\$19,257
TL Translation Services	\$324

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>9</b>	150	150	150	150	0	10	25	150
<b>10</b>	58	58	58	58	0	0	11	58
<b>11</b>	43	43	43	43	0	0	5	43
<b>12</b>	3	3	3	3	0	0	0	3

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
<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> </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>• 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 and science connections.</li> <li>• Block Scheduling.</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 daily. It provides academic support as well as social/emotional supports to assist students in progressing towards meeting graduation requirements. Advisors work closely with other related service providers and with parents. SPED students who require counseling will work with external vendors and an in-house social worker/speech pathologist.</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. Counselors keep a 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>

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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 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. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- 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 December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- 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 December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring 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 will 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.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 02M570      **School Name:** SATELLITE ACADEMY HIGH SCHOOL

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:** X Improvement Year 1    Improvement Year 2    Corrective Action Year 1    Corrective Action Year 2  
 Restructuring Year 1    Restructuring Year 2    Restructuring Advanced

**Category:**    X Basic                               Focused       Comprehensive

**Intervention:**    School Quality Review (SQR)                               External School Curriculum Audit (ESCA)  
                          Joint Intervention Team visit (JIT)                              X Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Satellite Academy High School was formerly a multi-campus high school that was broken down into four independent schools. In our current configuration we have been generally successful in our strategies for teaching English language arts. This is born out in our testing results. We have an approximate passing rate of 85% for students who have taken the ELA Regents exam since our restructuring into a single campus high school. Regretfully, because the state still uses data from our former three campuses (lagging indicator for graduation rate), it will take us approximately two years before state accountability measures will reflect our successful practice. Despite all this Satellite Academy High School still feels that we can use SINI funding to align our summer school program with the common core, curricula that emphasize to literacy skills, experiential learning and performance based assessment.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

### **Experiential/Inquiry Based Summer School – Literacy interventions:**

Our professional development will be centered on our interdisciplinary curricula to create a focus on common core standards that address literacy and project based learning. We will revise our subject area curricula to allow for more writing and reading analysis as well as a performance task that is aligned to the common core. In our Science curriculum we will focus on incorporating more data analysis and many science courses will require students to write research papers. Teachers will use this training in order to develop and offer students enhanced instructional support by developing engaging courses that will support ELA curriculum and content by applying material tested on Regents exams to real life mysteries. Teacher teams will meet every Friday during the summer in order to structure these summer intensive courses to function as model programs and vehicles for teacher reflection, curricular development and teacher growth. Although we will schedule students according to their need, special attention will be given to low performing students. Students will be enticed to take these

courses during the summer because important ELA content will be delivered through interactive expeditionary mysteries/inquiries that use the city as a resource for obtaining data and evidence for writing. All courses will incorporate the use of technology and the building of literacy skills. Some of these courses will be team taught by teachers across disciplines and will not only be a vehicle for increasing student achievement, but also for teacher professional development and growth during the curriculum development process as well as through the team teaching experience, reflective practice, and peer observations. Each course will accommodate approximately 20 – 30 students and will be taught for approximately 5 hours per day. For example:

- ELA driven summer intensives such as: History and Landmarks of NYC, Forensics, Urban Ecology, Urban Word, Graphing calculator mysteries, Math and the City, and Cultural Analysis of NYC.

### **Teacher Per Session Cost:**

#### **Summer Intensive courses – Teaching/Curriculum Planning/Professional Development Hours:**

**399.5 x 50.06 hours of teacher per-session = \$20,000**

Each summer intensive course will meet five hours per day for a total of eleven days for a total of 55 hours of instruction. These classes will be used as model programs for teacher professional development. In addition, teachers, will meet for two full days of professional development and curriculum planning (a total of 7 hours each day).

The success of the summer intensive will be measured based on:

- (a) The results of a student/teacher survey
- (b) Classroom assessments
- (c) Teacher peer observations and teacher reflection sheets.

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### **Part B: For Title I SINI Schools Only**

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 will be used to remove the school from school improvement.

**Our professional development will be centered on our interdisciplinary curricula aligned to the Common Core and to create a focus on literacy to strengthen our program. We will revise our subject area curricula to allow for more writing and reading analysis. In our Science curriculum we will focus on incorporating more data analysis and many science courses will require students to write research papers. Teachers will use this training in order to develop and offer students enhanced instructional support by developing engaging courses that will support ELA curriculum and content by applying material tested on Regents exams to real life mysteries.**

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Ms. Jackie Grossman, Staff Developer will work with all teachers to implement a research based peer observation model. In addition all new teachers or teachers who are not highly qualified will benefit from a one-

on-one mentoring program that will include: planning meeting, classroom observations by staff developer, demonstration lessons, and new teacher support group meetings. All mentoring hours will be logged.

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.

Satellite Academy High School will mail letters home to parents in both Spanish and English.

**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 <b>Sumita Kaufhold</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>570</b>
School Name <b>Satellite Academy</b>			

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

Principal <b>Steven Zbaida</b>	Assistant Principal <b>Paul Melkonian</b>
Coach <b>Jackie Grossman</b>	Coach <b>N/A</b>
ESL Teacher <b>Marion Gross</b>	Guidance Counselor <b>N/A</b>
Teacher/Subject Area <b>Tyra Patterson/ Spec. Ed.</b>	Parent <b>Amira Gobrial</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>N/A</b>
Related Service Provider <b>Tyra Patterson/Spec. Ed.</b>	Other <b>Marion Gross</b>
Network Leader <b>SumitaKaufhold</b>	Other <b>N/A</b>

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>255</b>	Total Number of ELLs	<b>16</b>	ELLs as share of total student population (%)	<b>6.27%</b>
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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. The LAP policy at Satellite Academy 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 is representative of the following: teachers, other staff, parents, students, administrators, and support personnel. 255 students comprise the 2011-2012 population at Satellite Academy including 16 ELL's, reflecting approximately 6.27%. Satellite Academy has 1 licensed volunteer certified ESL teacher who services the 16 ELL's .
2. All 3 types of ELL program choices are offered to parents of ELL's at the Parent Orientation Meeting, at intake and upon request.
3. and 4. Satellite Academy 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.
5. The parental trend is requesting ESL for all ELL students. 2009-2010: 30 ESL students; 2010-2011: 4 ESL students, 2011-2012: 16 ESL students.
6. All program requests follow parent requests and mandates.

## Part III: ELL Demographics

### A. ELL Programs

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

Page 44

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 type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>										9	3	3	1	16
<b>Total</b>	0	0	0	0	0	0	0	0	0	9	3	3	1	16

**B. ELL Years of Service and Programs**

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

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	0	0	0	0	0	0	0	0	0
Dual Language										0
ESL							16			16
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>16</b>

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										9	3	3		15
Chinese													1	1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	0	0	0											0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>16</b>								

**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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	9		3		3				15	0
Chinese							1		1	0
Russian	0								0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>9</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>16</b>	<b>0</b>

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: <u>1</u>	Hispanic/Latino: <u>15</u>
Native American: ____	White (Non-Hispanic/Latino): ____	Other: _____

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										9	3	3		15
Chinese													1	1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>16</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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).

**A. Programming and Scheduling Information**

- 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?

1,2 , 3, 4, 5, 6, & 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 16 ELL’s are in the all are Advanced and Intermediate as per the NYSESLAT. 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. 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 for ESL, SIFE, Long-Term ELLs and special needs students. ESL, regular, SIFE, Long-Term ELLs 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.

**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:

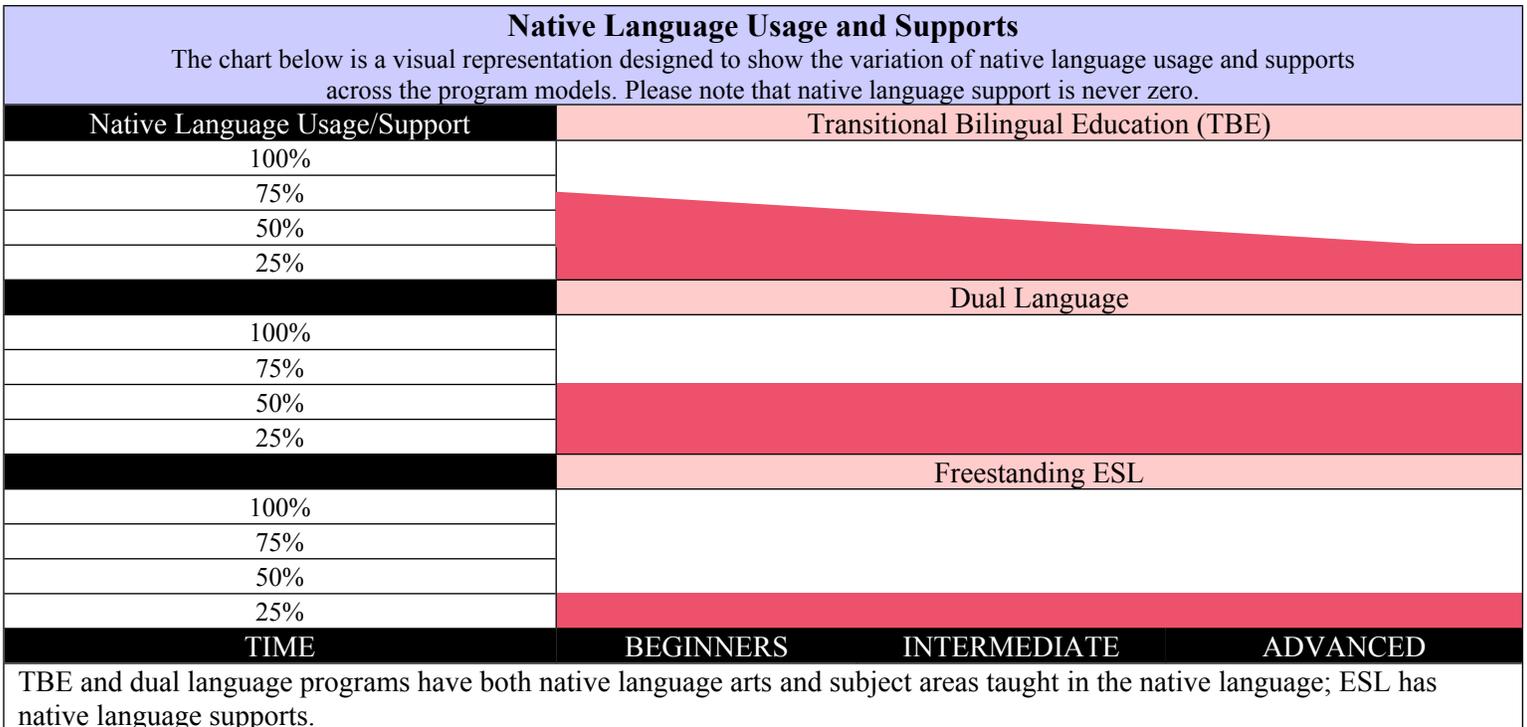
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**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?

## 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?

1-14. Satellite Academy plans, implements, monitors and evaluates a rigorous freestanding pull-out/push-in 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:

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

Students 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. Once ELLs have reached proficiency on the NYSESLAT additional support is offered in content area classes and tutorial/advisory classes.

## 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)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## 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.

1,2 &3. A comprehensive staff development program at Satellite Academy addresses the pedagogical needs of teachers, and exceeds the 7.5 hours mandated under Jose P., in understanding the cultural and academic requirements of second language learners as they progress in

### 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.

1,2 &3. A comprehensive staff development program at Satellite Academy addresses the pedagogical needs of teachers, and exceeds the 7.5 hours mandated under Jose P., 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.

### 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?

1,2,3 & 4. Satellite Academy plans and implements activities for students and parents in a variety of ways. including CBOs. 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. Parent needs are evaluated through parent surveys and activities reflect the needs of the parents.

## 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	1	1	1	5
Advanced (A)										7	2	1		10
Total	0	0	0	0	0	0	0	0	0	9	3	2	1	15

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

2-6. Data patterns influence instruction. Presently NYSESLAT results for all 15 ELLs indicate the students are proficient in all areas except writing, in which they are scoring as advanced and intermediate. Students are passing all other assessments towards graduation. Success is based on success in standardized assessments and PBA passing rates and graduation rates.

## 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 02M570      **School Name:** Satellite Academy

**Cluster:** \_\_\_\_\_      **Network:** CFN 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**

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

Data is initially compiled from student applications. The Home Language Survey is a part of the student application to Satellite Academy. Additionally, all students must attend an students orientation to Satellite Academy with their parent/ gaurdian prior to starting their course work. Follow up is conducted at this time.

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

Of a student body of 255,147 are in English speaking homes, 103 are in Spanish speaking homes, 3 are in French speaking homes, 1 is in an Urdu speaking home and 1 is in a Chinese (Mandarin) speaking home. All findings were recorded in the Students Information Systems.

## Part B: Strategies and Activities

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

Written translations are completed in-house by staff members.

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.

Oral interpretation services are provided in-house by staff members. Satellite Academy also utilizes translation services provided by the Department of Education over the phone. Finally, Satellite Academy uses a school messaging system that sends phone alerts to parents in multiple languages according to the home language registered.

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>.

Satellite Academy has several on-site staff members who are fluent in the primary language, Spanish, that is the dominant non-English home language represented in our student body. School related documents that are sent home, are translated on-site. Satellite also utilizes DOE translation resources to provide important documents to our students' parent(s) and/ or guardian(s).