



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ARTURO A. SCHOMBURG SATELLITE ACADEMY BRONX

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X446

PRINCIPAL: MARSHA VERNON **EMAIL:** MVERNON@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERI TAYLOR-BROWN

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
Marsha Vernon	*Principal or Designee	
Carol Kennedy	*UFT Chapter Leader or Designee	
Nona Samuels	*PA/PTA President or Designated Co-President	
Aileen Malave	DC 37 Representative, if applicable	
Omari Millin	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Stanwick Daniels	Member/Teacher/Secretary	
Iris Clarke	Member/Teacher	
Lateshe Lee	Member/Parent	
Martha Rodriguez	Member/Parent	
Rosemary Parcel	Member/Parent/Chair person	

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

- Arturo A. Schomburg Satellite Bronx will improve school-wide literacy through a comprehensive literacy-across-the-curriculum plan where the school Inquiry Leadership Team is facilitating the process for teachers to look at text complexity. The ILT will also help to employ school wide analysis protocols to measure and document student growth. This will be measured by in the analysis of diagnostic testing, a 3% increase of students who receive a 65% or above on the ELA Regents in June 2012 and a 5% increase in students receiving 75 or higher on graduation-requirement PBAs.

Comprehensive needs assessment

Schomburg students have struggled with receiving high grades on the ELA Regents exam. We currently have a pass rate of 49.2% of students who took the ELA Regents exam (89) that passed with a 65 or above.

Instructional strategies/activities

- The plan will focus on enhancing critical listening, speaking, reading and writing skills through a research-proven inquiry approach of looking at complex texts and their use in the classroom. Students will produce a variety of rich assessments demonstrating a complex, flexible literacy predicated on 21st century skills and understandings.
- The frequency of teacher observations will increase to ensure that text complexity measures are being used in the classroom and literacy skills are being reinforced across all academic subjects.
- Whole staff weekly professional development focuses on close examination of texts used to support instruction in English Language Arts and other major academic areas.
- Through participation in DOE's secondary literacy pilot, the professional developer will work with teachers to strengthen classroom integration of complex texts, including understanding of text structure, differentiation, and strategies for student access to challenging texts.
- The schools Inquiry leadership team which is composed of a member from each academic department will facilitate departmental collaborative inquiry projects that focus on text complexity and employ analysis protocols to regularly review student work to measure and document student growth particularly in the area of ELA.
- The student sub-group will be chosen from new students to the community with a small group of students who have attended for at least 2 semesters.
- Diagnostic data will be reviewed using data analysis protocols; formative and summative assessments will provide data for ongoing analyses of student progress. The student sub group will continue to be tracked quarterly throughout the year.
- The Administration will focus on text complexity as one of the key components in teacher observations, department meetings, and provide support during feed back session during individual meetings or group sessions.
- Full staff meets regularly to review and analyze data and plan instructional responses particularly in the area of strengthening reading

skills.

- Teachers also meet during common planning time to discuss instructional responses and strategies for strengthening skill acquirement.
- All teacher sessions; PD, departmental, Staff meeting, etc. are expected to be documented to show teacher implementation. Teachers are also expected to produce a professional teaching portfolio by the end of the year to document the work that they have done.

- **Strategies to increase parental involvement**

- The school will host a curriculum fair for parents to experience what their students have learned and produced.
- conduct parent workshops with topics that may include: understanding educational accountability grade-level curriculum and assessment expectations; literacy and the schools work in the text complexity pilot, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's 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;
- The Parent Coordinator and other staff members will regularly attend PTA meetings to share information and respond to parent questions or concerns.

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

- The leadership model of Arturo A. Schomburg Academy is to have collaboration with teachers and the community in the decision making process when possible. The teaching staff at Schomburg is involved in the recruiting of new teachers if there are any vacant positions.
- The administration and teacher committee recruits at various teachers colleges, fairs, and organizations for candidates who are highly qualified.
- The candidates then go through the schools hiring process of having their resume reviewed and a phone conversation, followed by a demo-lesson and group interview conducted by the schools hiring committee.
- Most if not all candidates are highly qualified and if they are not then the administration sets aside funding in the budget to help teachers continue in their education to become highly qualified. In addition mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- AIS services and tutoring help to provide additional support for students to build on their skills in ELA.
- Students who have failed a class are mandated for tutoring time which also continues to be provided for students who feel that they need extra support.
- The school has also designed an after school program that allows for student to get additional academic support from regular teaching staff and other educators in college leveled programs.
- The Social Work unit has also conducted a tutoring program for the schools athletic students that meet with them 3 times a week before they can go to practice.
- In addition we also work with CBO's to offer elective classes in media literacy, artistic literacy, and the like to give students additional support outside of their regularly scheduled academic classes.

Budget and resources alignment

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

- This year's budget allocation has allowed for the school to have an Inquiry Leadership Team (ILT) that looks at text complexity and producing assessments and data to improve literacy across the board.
 - Funding has been allocated so that the school can have a Professional developer who facilitates PD and works with consultants to provide support in this area.
 - Funding has been allocated to bring in CBO's that offer additional support in student learning and writing across the board. Funding towards the Social Work has provided additional support in helping students with tutoring and AIS on a social emotional level.
- Funding has also been placed in teacher per session and supervisor per session to provide after school classes and classes during vacation time for students to receive additional academic support.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

Arturo A. Schomburg Satellite Bronx will improve student attendance. We plan to increase the school-wide attendance rate by 5 % from 61% to 66% by June 2012. We will include attendance as a "focus" issue in departmental, leadership and parent meetings. We will continue to develop and implement programs, initiatives, and policies that improve attendance and mitigate lateness.

Comprehensive needs assessment

Student attendance is always a concern and we intend to plan, review and accumulate feedback on this issue. Students come to us after having had very poor attendance in their previous schools. Attendance is an area that needs improvement and support. The schools

attendance percentage for our first year as a school was at 61% and thus we are currently working on improving this percentage which falls below the NYC average.

- **Instructional strategies/activities**

- We have developed an Attendance office that house the attendance teacher and support staff that solely focuses on student attendance and planning interviews for students with chronic absences and lateness.
- The school has formed an attendance committee to look at and create a plan to deal with student absences and lateness before they become chronic issues or LTA's.
- We will increase outreach to families and caregivers of chronically absent and late students; by having our attendance teacher and staff do home visits, have guidance meetings, place students on contract, create a plan with the parent to get student back on track, or help student and family find an alternative program for the student to be more productive.
- We will develop rich, high-interest, relevant classroom curricula that motivate student attendance; this will be shown through student credit accumulation and student surveys of the courses they have completed for this school year.
- We will begin to develop high-interest extra-curricular clubs and activities that motivate attendance;
- We will develop initiatives that reward regular attendance and punctuality; we will develop a school culture that values responsibility, accountability, and care.
- We will implement a system whereby we can intervene immediately when students are late or absent;
- Attendance and lateness will be a concern and responsibility of all staff members; the attendance office will coordinate efforts to improve attendance and mitigate attendance; working alongside with the attendance committee they will also keep staff regularly informed of attendance issues.
- Programs and initiatives will be implemented at beginning of 2011-12 year.

- **Strategies to increase parental involvement**

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; accessing community and support services; and technology training to build parents' capacity to help their children at home; and ways of encouraging your child to come to school and strive for excellence.
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's 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;
- 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;
- 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.;

Strategies for attracting Highly Qualified Teachers (HQT)

- The leadership model of Arturo A. Schomburg Academy is to have collaboration with teachers and the community in the decision making process when possible. The teaching staff at Schomburg is involved in the recruiting of new teachers if there are any vacant positions.
- The administration and teacher committee recruits at various teachers colleges, fairs, and organizations for candidates who are highly qualified.
- The candidates then go through the schools hiring process of having their resume reviewed and a phone conversation, followed by a demo-lesson and group interview conducted by the schools hiring committee.
- Most if not all candidates are highly qualified and if they are not then the administration sets aside funding in the budget to help teachers continue in their education to become highly qualified. In addition mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- The school has established an attendance office that monitors student attendance and recognizes it periodically.
- The school is set up that all students have an advisor who maintains anecdotal of their attendance and academic progress. The advisor is also a liaison between the parent and the school that keeps parents updated.
- Working with an initiative by the Mayor's interagency task force on truancy, chronic absenteeism, and student engagement, the attendance office has also implemented the NYC wake up system to call the phones of students who are chronically late or students who have requested the service.
- The school also uses a messenger service (school Messenger) to keep parents/guardians updated on student's attendance.

Budget and resources alignment

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

- Funding has been allocated to bring in CBO's that offer additional support in student learning and writing across the board. Funding towards the Social Work has provided additional support in helping students with tutoring and AIS on a social emotional level.
- Funding has also been placed in teacher per session and supervisor per session to provide after school classes and classes during vacation time for students to receive additional academic support if they have fallen behind with work due to absences



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

We will increase the number of graduating students by 4% from 40% to 44%.

Comprehensive needs assessment

Our third primary area of concern is our 6 year student graduation rate. In the 2010-2011 Arturo Schomburg had a 40% graduation rate. We would like to focus our energy on improving this rate by 4% due to the findings from our 2010 – 2011 progress report. It showed that our peer range was at 44% and we would like to reach that area if not exceed it.

Instructional strategies/activities

- The school has set up a team comprised of the dean, administration and school programmer to review all student transcripts and make modification to credit areas, as related to our multidisciplinary classes, if necessary.
- The school has set up a programming team which is composed of two administrators, the Dean, and a school aide that meets with students to create a plan towards graduation and options to earn additional or recover credit. The team also helps to register students for the classes that they need.
- The school has created a block schedule system in which students attend 2 primary classes for a five week span. After 5 weeks classes will change and the students will have 2 new primary classes. In addition, students attend a semester long advisory and selected elective classes.
- One of our consultants (Kriya) is working on an Advisory curriculum that will focus on college and career research and readiness.
- There will be PD on how to build on students skills so that they are better prepare for college and a career.
- There will be the implementation of a Skills class in the senior house that all students will be required to take that will focus on financial readiness for college and career.
- All staff will be responsible for promoting college/career research and readiness and will support the work of the college counseling office.

Strategies to increase parental involvement

- We also plan to increase family involvement in students' college research by:
- Conduct parent workshops with topics that may include: FAFSA, Planning for the Future.
- 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;

Strategies for attracting Highly Qualified Teachers (HQT)

- The leadership model of Arturo A. Schomburg Academy is to have collaboration with teachers and the community in the decision making process when possible. The teaching staff at Schomburg is involved in the recruiting of new teachers if there are any vacant positions.
- The administration and teacher committee recruits at various teachers colleges, fairs, and organizations for candidates who are highly qualified.
- The candidates then go through the schools hiring process of having their resume reviewed and a phone conversation, followed by a demo-lesson and group interview conducted by the schools hiring committee.
- Most if not all candidates are highly qualified and if they are not then the administration sets aside funding in the budget to help teachers continue in their education to become highly qualified. In addition mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- The school has established a College Counseling office which helps in the development and facilitation of college related programming in the school.
- The school is set up that all students have an advisor who maintains anecdotal of their attendance and academic progress. The advisor is also a liaison between the parent and the school that keeps parents updated.
- SBOs will allow for a staff member's schedule to accommodate college counseling
- Social work unit will assist with college prep and counseling
- The school will align itself with a NYC DOE approved college matriculation data organization in order to successfully track the majority of graduates for 2011-2012 school year.

Budget and resources alignment

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

- We will use Contract for Excellence allocations, where appropriate, for staff development to help organize, facilitate and implement the schools college program
- budget will allocate monies for PSAT and SAT prep materials
- Funding has also been placed in teacher per session and supervisor per session to provide after school classes and classes during vacation time for students to receive additional academic support in college preparation.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	45	45	N/A	N/A	N/A	N/A	5	N/A
10	25	25	N/A	N/A	N/A	N/A	5	N/A
11	4	4	N/A	N/A	N/A	N/A	1	N/A
12	4	4	N/A	N/A	N/A	N/A	0	N/A

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Students who receive AIS receive one-to-one tutoring before and after school during mandated tutoring time. Students also participate in small group activities during the school day to help build upon students knowledge and skills. The schools ILT is currently working at looking at student data through the use of text complexity strategies within the class room to help students who need AIS show growth in their literacy skills.
Mathematics	Students who receive AIS receive one-to-one tutoring before and after school during mandated tutoring time. Students also participate in small group activities during the school day to help build upon students knowledge and skills.
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	N/A
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	The Social Work unit conducts individual sessions and group sessions with students who staff has noted may be at risk social emotionally. They also keep staff members in the loop of student concerns to look out for, while maintaining student confidentiality.
At-risk Health-related Services	N/A

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

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

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

PARENT INVOLVEMENT POLICY (PIP) 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring 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.

**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 Corine Anselmi/Sumita kaufhold	District 12	Borough Bronx	School Number 446
School Name Arturo A. Schomburg Satellite Academy			

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

Principal Marsha Vernon	Assistant Principal T. Shawn Welcome
Coach Christopher Massey	Coach type here
ESL Teacher Richard Gross	Guidance Counselor N/A
Teacher/Subject Area Deonisis Haldeos/SETTS	Parent Lateshee Lee
Teacher/Subject Area Anne Archer/FL/Humanities	Parent Coordinator Marisa Cibelli-Barrett
Related Service Provider Flora Padro/Dean	Other type here
Network Leader Sumita Kaufhold	Other type here

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

D. School Demographics

Total number of students in school	233	Total Number of ELLs	10	ELLs as share of total student population (%)	4.29%
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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. Arturo A. Schomburg Satellite Academy Bronx is a school serving over age students who have attended other high schools prior to Satellite. We were apart of a multi-sited school (Satellite Academy) and are now or own newly established school. Our student population is 1-3 years over age and they have attended 1-2 other high schools before coming to our school. With that said most if not all students come to us already being identified as an ELL. However during our intake process a designated staff member administers a reading and writing assesment. All students are required to complete a reading and writing assesment that is administered and graded by the schools English department; which allows us to see there reading level. Pedagogues that speak the Native language such as the SETS teacher, Foreign language teacher and professional developer are also consulted if the assesment indicates the use of another language. This information is shared with the parent if students are accepted into our program and they are informed about what supplemental classes or services will be available or mandated for their child. Staff members who speak the native language of the parents are also there to help with translation if needed. If no staff members are available then we will use the DOE Translation Center.
2 -3- 4

At the first initial discussion/interview with the Special Education, Foreign Language, and other pedagogues who speak a native language other than English, the student and their family are asked questions about their backgrounds and goals for the future. The Native languages that the schools pedagogues speak are Spanish, French, and Italian.

If it is indicated that English is not their first language then the HLIS is explained to them by our intake coordinator and the pedagogue and then given to the parent to complete. The HLIS is then reviewed by the A.P. or the principal's designee and if students qualify they are then slated to take the LAB-R (and Spanish LAB-R) if they have met the requirements to be accepted to our program within the first 10 days of the student attending classes. The LAB-R is adminstered by the Assistan Principal or the schools Testing Coordinator. Once the LAB-R is given the results are then sent to the schools Borough Assessment Office (1 Fordahm Plaza). This process is used for students who are new to the NYC DOE High School system.

If a student is coming from another NYC DOE High School; upon a review of student information in the ATS system students who are indicated as ELL are given an explanation (and their parents as well) of our Freestanding ESL push-in class program.

Parents are provided with the entitlement letters by the schools Parent Coordinator or Pedagogues mentioned earlier and with assistance of other staff (Advisors of students), to ensure that they are returned within the allotted time back to the Parent Coordinator or Assistant Principal to be filed in the main office. The Parent Coordinator and/or A.P. also follows up with students/families who did not return there surveys or program selections.

The school will then program students and determine which ESL program the students will be registered for according to parents choice and ATS reports, such as RLAT and RNMR, as per the CR Part 154 mandates.

If eligible students will also be registerd to take the NYSELAT exam. The information from the NYSELAT test is used to evaluate the student's intervention services that they will receive the following year. During the time period of giving the NYSELAT all four parts of the test will be administerd to students during the day school day.

All notices are always sent home to parents at least 10 days before the event/program begins. Theyare also given out at Parent Teacher Nights or PTA meetings when parents attend. In addition the school uses the school messenger service and staff members who are

advisors, call homes every day/night to remind parents about submission of important information/forms, and attendance. 95% of the pedagogical staff are highly qualified and use either the DOE Translation Services or their peers who speak one of the native languages that their peers speak.

5.

Due to the fact that this is our second year as a school it is difficult to identify any trends at this time. At this time we are beginning to model our program to parents request of making sure their student has all the academic classes needed and receiving support with out seperating them from the general student population.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	2	Special Education
SIFE		ELLs receiving service 4-6 years	8	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		
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	Total
TBE										0
Dual Language										0
ESL	2			8						10
Total	2	0	0	8	0	0	0	0	0	10

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1.

Satellite Bronx has a curriculum plan which addresses language and literacy acquisition for all students. We will use consultants, mentors, and send our teaching staff to PD workshops to enhance curriculum integration training infusing ESL strategies across content area. Additionally, Students will be encouraged to write in English through the use of dialogue journals between the teacher and the students. Cooperative learning will be incorporated into lessons providing students with shared learning opportunities. Students will be encouraged to bring their personal experiences in through the use of the Language Experience Approach and culture studies projects. Prior knowledge will be continuously accessed in class. Content areas such as mathematics, science and social studies are taught in English, and as often as possible teacher lessons will support and assist our English language learners.

Our Freestanding ESL class is slated as a Push-In (Co-Teaching) model where the ESL teacher joins the students in there Heterogeneously mixed English or Math class to review what students are learning and offer additional support. Since we have 90 minute block periods our ESL facilitator can also schedule to pull students out of class to get additional one-on-one support. Our ELL students are also placed in the same core grouping when possible so that it is easier to ensure that the ELL teacher can readily work with the students as efficiently as possible.

2. Studnets work with the ESL teacher for eithe 180 minutes once a week or are pulled out for two 90 minute session within the model that was mentioned earlier. Since we have approximately 10 ELL students the ratio for teacher to student is 1:10, however the average ratio in a regular subject class room is 1:28 at our school. Majority of the schools classes are taught in the proficient to advanced levels of English however the ELL sessions can start from intermediary to advanced.

3.

Materials used include the use of visual aids and large print items that assist in language proficiency. Content area classes are aligned closely with and reflect all state and city learning standards and are supportive of both ESL and Special Education instructional methodologies. Students are given access to classroom libraries that are categorized by level of proficiency. These libraries will continue to be upgraded as our school focuses on the needs of our ELA and ELL students. Since we are apart of a text complexity pilot teachers in all subject areas have begun to use academic language structures like "bricks and mortar" (terms used to differentiate between content-specific vocabulary and general academic terms. They are also using deeper thought graphic organizers like "triple entry journals" in the Humanities department to help students of all levels build upon their sentence structure/paraphrasing skills.

4.

All students who apply and participate in our Intake Process have to fill our the schools biographical information which inquires about other languages spoken at home. Thus helping us to ensure that we are giving them the translation services they may need.

Results from the LAB-R and NYSESLAT allows for us to get a better understanding of where the students skills are at.

A. Programming and Scheduling Information

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

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

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

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

5.

If any of our ELL students also SIFE students or Special Education Students, then our Language Allocation Policy is prepared to address the needs of these students as follows:

1. SIFE Students. Our plan calls for support of Literacy skills as well as collaborative one-on-one tutorials with native language teachers.

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

Due to the fact that we are an Alternative Transfer High School we do not admit students who are new to the country. One of our main requirements besides age is that they had to attend another high school for at least 1 year. Thus we do not have a large number of applicants who are less than 3 years in the NYC system. If students fit that category of that of a 4-6 year category they are assessed by the ESL teacher with regards to their learning styles and strategies that can be used to help them inside of their regular content area classes as well as ESL sessions. The strategies are focused around developing a stronger vocabulary, improving their writing, and also becoming good presenters of information or persuasive arguments.

6.

We are a 9-12 grade High School who understands that at times students do not always receive the level of support needed in other grades to show growth in their skills, thus our ESL and SETS pedagogues use curriculum and strategies that are slated for the 8th grade and up. Our SETS teacher ensures that students are getting the services they need in accordance to their IEP's.

7.

As stated earlier students are grouped heterogenously and receive their services in a push-in with occasional pull out programing, so they are mixed with there peers for more than half the school day on most occasions.

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:

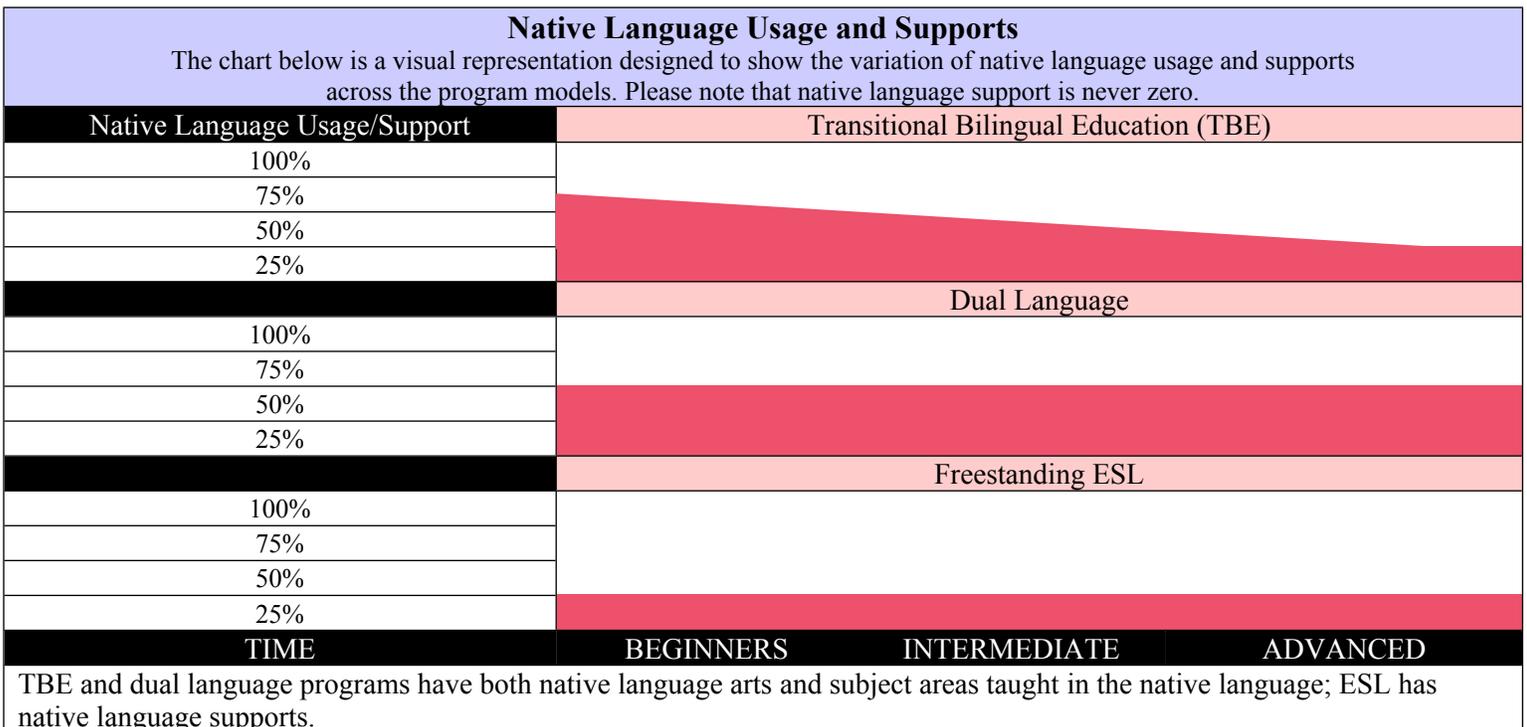
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:	1			
Math:				

Science:	

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

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



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?

None of our ELL student(s) fall into the category of Long-Term ELLs Based on NYCESLAT, Lab-R, and informal testing, all of these students fall into the intermediate and advanced range. We have one part time certified ESL teacher who utilizes a free-standing pull-out and push-in ESL program. Students will receive the mandated number of minutes under CR Part 154, based on appropriate levels of proficiency. In addition we will offer professional development for all teachers in ESL strategies in order to provide additional individualized instruction for ELL students. All advisors will be trained to provide ESL support to ELL's in their advisory classes. Satellite Bronx has a curriculum plan which addresses language and literacy acquisition for all students.

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

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

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

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

All support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs where they will receive "push-in and pull-out" services for the required amount of time necessary (at least 180 minutes). Within this program, parents, social workers, related service providers, and Special Education teachers collaboratively work toward providing the identified student with the instruction and educational support necessary to successfully graduate from high school. Some strategies include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers.

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)?

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.

We will use consultants, mentors, and send our teaching staff to PD workshops to enhance curriculum integration training infusing ESL strategies across content area. The information that staff members and the schools Professional Developer learns from outside workshops will be used to develop professional development sessions at the school for all staff. All teachers receive 90 minutes a week of professional development from the schools professional developer. During those sessions teachers receive training and many strategies, but specifically how to work with struggling students (ELL, ESL, students with Disabilities) that total approximately 7.5 hours in the year. At this time the school does not have a Guidance Councilor however the administration and pedagogues help to ensure that students get the programs that they need to receive academic support and graduate.

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?

Our PTA is a major way for all parents to get involved in our school and the PTA board is diverse with a native Spanish speaking parent who helps with translation when need be. This group conducts parent meetings and events to inform the parent on what the school is doing to support their childs education and has town hall sessions that are held once a semester where parents can discuss some of their sucesses and challenges with students. The PTA also host Honor Roll awards dinners that always has a translator to celebrate students success at least once a semester in October and March. With the help of the Parent Coordinator they send out mass mailings (that are sent in a childs native language if applicable) to keep parents informed of opportunities for parents and their child. The Parent Coordinator has also begun to work on a survey (that is translated) that parents will receive at the beining of each year to get feed back on what workshops or activities they would like to do at the school. In addition the Parent Coordinator also corresponds with the PTA to conduct workshops on how parents can help their students with college and social emotional topics. Our Parent Coordinator is tri-lingual (Spanish and Italian) so she is one of our main translators at parent meetings as well.

At this time we do not partner with a CBO that provides ELL services except for the DOE Translation Service Center.

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)										1			1	2
Advanced (A)										5	1	2		8

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	10			
Integrated Algebra	0			
Geometry	0			
Algebra 2/Trigonometry	0			
Math	0			
Biology	0			
Chemistry	0			
Earth Science	0			
Living Environment	0			
Physics	0			
Global History and Geography	0			
US History and Government	0			
Foreign Language	0			
Other PBAT's	10			
Other	0			
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	0			

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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?

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.

N/A

Part VI: LAP Assurances

School Name: <u>Arturo A. Schomburg Satellite</u>		School DBN: <u>12X446</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marsha Vernon	Principal		1/1/01
T. Shawn Welcome	Assistant Principal		1/1/01
Marisa Cibelli-Barrett	Parent Coordinator		1/1/01
Richard Gross	ESL Teacher		1/1/01
Martha Rodriguez	Parent		1/1/01
Deonisis Haldeos	Teacher/Subject Area		1/1/01
Anne Archer	Teacher/Subject Area		1/1/01
Christopher Massey	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Sumita Kaufhold	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: 12X446 **School Name:** Arturo A. Schomburg Satellite

Cluster: Corine Anselmi **Network:** Sumita Kaufhold

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

Part A: Needs Assessment Findings

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

From the parent orientation during the intake process to the parent meetings and workshops that are held throughout the year, we strive to make our parents active participants in their child's journey in our academic program. As such, our written translation and oral interpretation needs are important and something that we always consider with regards to the distribution of information. With that said we make sure that every student new to our community has completed the Home Language Survey and has updated information in ATS. Then, we run the RHLA report to determine our needs for the school year. Based on this information, we identify the in-house staff that can provide these services. The languages that are not covered by in-house staff, we utilize the written translation services provided by word processing software for documents. We also request oral interpretation services from the NYCDOE's Translation and Interpretation Unit when needed.

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.

Generally there are no serious needs as the overwhelming amount of our parents speak either English or Spanish. This is easily dealt with since we have staff members that speak either Spanish or French and a PTA that is Bilingual as well. We also have signs posted in various languages outside and inside of the main office to increase the awareness of the different translation services available.

Part B: Strategies and Activities

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

All of the written documents required that need to be translated are available via the Department of Education website. When students and parents are interviewed at intake an immediate assessment is determined as to what language documents is needed. Staff members who speak the language help with verbal or written translation. We also request oral and written interpretation services from the NYCDOE's Translation and Interpretation Unit when needed.

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 usually provided inhouse. If translation for another language is needed, one of the school's administrators is responsible for securing the services outside of the school in a timely fashion. We also request oral and written interpretation services from the NYCDOE's Translation and Interpretation Unit when needed.

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>.

All students and parents are assessed during the intake process to ascertain the language parents feel comfortable in communicating in. Documents are available and accessible in several languages via the school and through the DOE website. If a translator is not available immediately, the Assistant Principal has the responsibility to secure a translator either within the building or through the translation unit of the DOE.

