



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** SATELLITE EAST MIDDLE SCHOOL

DBN: 13K301

PRINCIPAL: KIM MCPHERSON

EMAIL: [KMCPHER@SCHOOLS.NYC.GOV](mailto:KMCPHER@SCHOOLS.NYC.GOV)

SUPERINTENDENT: BARBARA FREEMEN



## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Kim McPherson	*Principal or Designee	
Shalibra Frazier	*UFT Chapter Leader or Designee	
Glenis Morris	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Michele Spratley	Member/Parent	
Natasha Pratt	Member/Parent	
Alice McCurdy	Member/Parent	
Shaka Akinlana	Member/Parent	
Kemel Roberts	Member/Teacher	
Julia Meade	Member/Teacher	
Rhonda Hendrickson	Member/Teacher	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

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

**Major Recommendation**

Strengthen classroom instruction so that all students consistently are challenged with rigorous instruction and high-level tasks that result in stronger academic achievement. **QR page 4**

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

By June, 2013, 100% of the staff will participate on a minimum of one collaborative team to work together to implement a plan of action aligned to the school goals to improve student achievement.

**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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

a) Saturday Academy for teachers to engage in collaborative planning and creation of CCLS aligned tasks; Saturday Academy for students

b) Teachers, Lead Teachers, Principal

c) Student performance on the tasks will determine the effectiveness

d) Timeline: Nov.-Jan (teachers)

Timeline: Nov.-March (students)

All the leadership must be organized around a common task and shared common values. Creating this unity is the principal's core responsibility. Thus, the research based instructional activities that will be used to support our goal have been selected based on the premise that when school leaders focus strategic and shared efforts around student outcomes and create an environment that allows all students to achieve.

Professional Learning Communities (PLC's) (DuFour & Eaker, 1998) will further bolster and guide leadership efforts. Creating a collaborative community of learners requires school leaders to leverage both human and financial resources that serve all students. These strategies and activities will include:

-Principal goal setting and a data based plan of action using all forms of data that aligns with school needs (September, January, June) including organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.

-Identification and development of staff for shared leadership roles (ongoing)

-PLC model implementation used to analyze and identify problems, devise solutions, develop improvements in practice

-Structured time will be set aside for teachers and school staff to collaboratively analyze and interpret student achievement data, and identify

necessary instructional changes.

- Planning with school leaders and teachers in student goal setting using data, teacher effectiveness, and curriculum
- Strategic utilization of the school budget to maximize instructional delivery and resources (staffing, technology, materials, etc.), opportunities for professional development, extended learning for students, and a program that includes core areas as well as arts, physical education, and a range of activities that appeal to all learners.
- Transparency; sharing information, problem solving, celebrations that include all stakeholders
- Weekly Instructional/Data Team/Common Core Standards (November-June)
- Monthly School Leadership Meetings (SLT) (December-June)
- Calendars, distribution and displays of data (monthly, ongoing)
- Providing opportunities for stakeholder voice including staff, parents, and students; Monthly: SLT, PTA, Student Government (Fall, Spring).
- Collaborative planning and implementation of a well coordinated instructional program and a safe and secure facility (September-June)
- Semi-annual purposeful evaluation of use of resources by the principal and school leaders.

#### **Budget and resource alignment**

- Indicate your school's Title I status: x  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

x Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Title 1 focus money and Title III money will be used to fund an after school program that will service approximately 100 Level 1 and Level 2 students for 24, 2 hour sessions, with 6 teachers working in groups of 14-16 students each, including time for teachers to collect and analyze data around student performance tasks.**

**Title I and Title I Focus Money will be used to fund a Saturday program that will service SWD in grades 6 through 8 for 15, 3 hour sessions 6 teachers will work in groups of 10 students each, including time for teachers to collect and analyze data around student performance tasks**

**Teacher Per Session-Professional Development and Instruction**

- 4 teachers x 2 hours x 10 sessions

**Instructional Supplies aligned with the CCLS**

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation**

2010-2011 School Quality Review:

Strengthen classroom instruction so that all students consistently are challenged with rigorous instruction and high-level tasks that result in stronger academic achievement. Page 4

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

By June 2013, through strategic professional development, collaboration and coaching support, 100% of teacher will develop, administer and analyze two literacy tasks in Math, ELA, Science and Social Studies, aligned to the Common Core Standards in order to provide rigorous and effective literacy curriculum for all students.

**Instructional strategies/activities**

The Common Core Learning Standards will be the foundation of our curriculum development. According to the New York State Education Department, the main goals of CCLS are to provide a “common core of standards that are internationally benchmarked, aligned with work and post-secondary education expectations, and inclusive of the higher order skills that students need” (NYSED, 2012).

The research based instructional activities that will be used to support the goal have been selected based on the premise that all learners, must be prepared for college and professional life. These strategies and activities will include:

-Implementation of the Common Core Learning Standards – On-going

-Implementation of the New York City DOE Instructional Expectations and Shifts – On-going

-Development and implementation of 4 units of study, 2 ELA and 2 Mathematics, including Science/Social Studies that are CCLS aligned with multiple entry points for all learners in the Fall, 2012 and Spring, 2013.

-A systemic approach of refining units of study – Grade teachers meet for a minimum of three times each week to develop and review units of study, rubrics, look at student work, and modify as needed.

-Embedded formative and summative common assessments

Undergirding this work will be the following activities: the use of trends and historical data, that identification of subgroups and key data that informs planning for diverse learners, curriculum mapping, scope and sequence, the use of CCLS rubrics, unit planning, creation of benchmarks and a measurement processes that enable us to assess the efficacy of our work.

Research based Instructional Strategies (RBIS) identified by Marzano, Pickering and Pollock (2001) will be embedded in daily lessons. These strategies include: setting objectives and providing feedback, cooperative learning, higher-order questioning, and reinforcing effort and providing recognition. Experiential and constructivist learning principles will be the foundation of classroom instruction. Teachers of Students with Disabilities will receive training in co teaching strategies, modeling and IEP for NYC DOE Special Education reform.

The strategies and activities will be implemented via Teacher Teams as it is our belief that communities of teacher led work allow teachers to share and practice new strategies and analyze results. Teacher Teams will engage in Looking at Student Work (LASW) protocols, and the Inquiry Process that has been developed and built upon. School leaders and the Teacher Effectiveness Program teacher Team will support teachers in the development of lesson plans and provide feedback via the observation process.

- a) Saturday Academy for Teachers
  - Professional Development and Coaching Support
  - Technology Based Instruction
- b) Literacy Coach, Network Personnel, Lead Teachers, Data Specialist, Network Personnel
- c) Midyear conversations and evaluations
- d) November 2012. –December 2012  
November 2012 – June 2013

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Teacher Per Session-Professional Development and Instruction  
Instructional Supplies aligned with the CCLS  
Common Planning-Teacher Inquiry Teams

**Title 1 focus money and Title III money will be used to fund an after school program that will service approximately 100 Level 1 and Level 2 students for 24, 2 hour sessions, with 6 teachers working in groups of 14-16 students each, including time for teachers to collect and analyze data around student performance tasks.**

**Title I and Title I Focus Money will be used to fund a Saturday program that will service SWD in grades 6 through 8 for 15, 3 hour sessions 6 teachers will work in groups of 10 students each, including time for teachers to collect and analyze data around student performance tasks.**

### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

#### **Major Recommendation**

Further embed the use of formative assessment practices in all classrooms so that ongoing adjustments are made to respond to identified student needs.

Use of the inquiry process during teacher team collaborations to develop specific strategies to improve instruction and student outcomes.

**School Quality Review pg.5 2010-2011**

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

#### **Annual Goal #3**

By June 2013, 100% of teachers will utilize embedded formative assessment practices to support planning rigorous instruction (lessons; methods; materials) for all students, as well as to differentiate instruction for all classes and sub-groups, in order to support student needs and learning styles.

The research based instructional activities that will be used to support the goal have been selected based on the premise that teachers must provide for the needs of all learners and prepare students for the rigors of college work which are a focus of the Common Core Learning Standards (CCLS).

High quality teaching demands that our profession uses guiding definitions of expertise and procedures for novice through advanced practitioners. Utilization of a framework for professional practice ensures that members of the teaching profession hold themselves and their colleagues to high standards of practice. Thus, Danielson (2007), will serve as our research based model. Danielson states: "The framework for teaching is based on important assumptions about what is important for students to learn, the nature of learning and how to promote it, the purposeful nature of teaching, and the nature of professionalism"(2007). In support of the work of teachers, our strategies and activities with timelines will include:

-PLC around the framework which includes norming, calibrating, professional reading/resources both internal and external, etc. (September thru June, ongoing)

-A tiered professional development plan that provides for whole school and individual teacher support (August thru June, ongoing) (September rollout of data initiative and teacher conferencing, January check-in for progress evaluation, June assessment, reflection and next steps).

-Preparing teaching in CCLS's and Instructional Expectations (ongoing)

-The school is participating in the Teacher Effectiveness Program/ Six observations are conducted from September to June. One formal and two short cycles of observation are conducted in the Fall and Spring. These observations are low-inferenced, normed, and tracked on ARIS. The observations are followed by feedback to the teacher with "Next Steps" to support teacher growth. Mid-year conversations are conducted in from December – February with the teachers, sharing their performance, and looking at student work to improve their practice and plan for next steps. The ARIS tracking systems allows the administration to review school-wide trends to inform professional development and plan for individual teacher support. A "TEP Talent Coach" is assigned to the school, working closely with the administration and teachers in the use of the Danielson Framework.

**Key Personnel** and other resources will include school leadership, network support, instructional leads, Teacher Effectiveness Talent Coach and external consultants.

**Targets** to evaluate the our progress, effectiveness, and impact will include:

-By February, 2013 our Network will complete a full day instructional walk with the school leaders

-By January 2013, first semester one formal observation and two partial observations will be conducted, conference and tracked. There should be a

100 % improvement in teacher practice on the Danielson Framework in at least one competency area.

**Budget and resource alignment**

• Indicate your school's Title I status: xSchool Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

x

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

Teacher Effectiveness Program (TEP) Allocation for per session – AARA \$3000

• **Per session for Teacher – 10 days x 2 hours**

• **Per session for Supervisors – 10 days x 2hours**

**In addition, Title 1 Funds and Title 1 Focus Funds are used to provide coverage for all classroom teachers (3), and Push In Special Education Teachers (3) to be provided with 3 full day in house planning sessions and professional development around the TEP program**

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

Promote increased parental involvement and leadership of families in order to increase parents' ability to support students' academic and personal growth.

School Quality Review pg. 5 2010-2011

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

x

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Goal 4**

By June 2013, the whole school will implement Interventions which will provide all students with social and emotional supports that meets their needs, making them college and career ready..

**Instructional strategies/activities**

Our approach to culture building and social-emotional support is informed by a theory of action. Positive Behavioral Interventions and supports (PBIS) (Bambara, Dunlap, & Schwartz, 2004) is the research based model that will support our work. Strategies and activities will include:

- Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.
- Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. For example, attendance, participation in after-school programs and activities are key indicators that will guide our youth development work. Our Teams meet to plan and monitor implementation of systems and strategies around student participation. This includes the percentage of students who are or are not referred to the office for disciplinary/academic matters on a daily, weekly or monthly basis.
- Effective use of school counselors to support individual student academic program planning, collaboration with teachers to present lessons and work with students, addressing absence, lateness. Our Attendance team, monitors student attendance and contacts parents when students have missed three or more consecutive days or have displayed a pattern that will lead to them not meeting the benchmark at the end of the year.
- Training for staff in classroom management and behavioral interventions. In August the classroom management framework was introduced and a behavior management system was implemented.
- Opportunities for student voice and student choice Our Student Government meets regularly to plan activities for the student body and also participate in service learning activities throughout the year.
- Transitional supports (middle to high school) Our Guidance Counselor and administrators meet with 8<sup>th</sup> graders and their parents. In the beginning of the year students attend High School fairs and Open Houses sponsored by prospective High Schools.
- Student activities/community involvement/after-school opportunities (August-September, ongoing). We have a series of school wide activities from September to June that are either Holiday or Seasonal Themed or school spirit days.
- Attendance plan (September-June) We award students for their improved and good attendance patterns. The network attendance teacher supports us by conducting home visits for the students who are chronically late or absent, provides us with strategies to improve our outreach, and helps keep us on track for 93% attendance.
- Establishment of student personal goals and future plans (September-June In September, students set personal academic goals based upon their

performance on baseline

**Budget and resource alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

x

Tax Levy  Title IA  Title IIA  Title III  Set Aside  Grants  Other-describe here: \_\_\_\_\_

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Supervisor Per Session

Teacher Per Session

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

Extend and expand communication and collaboration with students and their parents to increase capacity to track progress towards meeting specific interim benchmarks and long-term goals.

School Quality Review pg4

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

**Annual Goal #5**

By June, 2013 parental involvement/engagement will increase by 10 % and parents will share responsibility for improved academic achievement.

**Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 15 through 17 in this SCEP.
- Describe the research-based 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.

Indicators of an effective partnership include 1) sharing information, 2) problem-solving, and 3) celebrating student successes. Central to effective partnership is the recognition of shared responsibility and shared ownership of student challenges and successes.

We support the belief that when the school community strategically aligns professional development, family outreach, and student learning experiences and supports, our students will thrive.

**Strategies to increase parent involvement/engagement** will include the following:

-Share individual student data with parents and provide them with strategies to support their child's needs.

-Workshops in the Fall and Spring to provide parents with strategies to address the social-emotional needs of their child.

-Utilization of current data to identify subgroups and analyze needs of individual students

-Planning and implementation of a Family outreach plan ( ongoing)

-New Parent Orientation/Family Night/Open House for Parents (Fall, Spring)

-Retention of a full time Parent Coordinator and allocation of space for a Parent Resource Center.

-Monthly implementation of parental offerings (workshops, engagement meetings, evening recognition events i.e. Maternal & Paternal)

-Student recognition events (January and June)

**Key Personnel that will support this work** includes: school leadership, parent coordinator, pupil accounting secretary, data specialist, guidance

staff, community supports and our network support.

**Targets:**

**-Spring, 2013 Learning Environment Survey will show a 5 % increase in parent involvement on the school survey.**

**Budget and resource alignment**

• Indicate your school's Title I status: xSchool Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

x

Tax Levy  Title IA  Title IIA  Title III  Set Aside  Grants  Other-describe here: \_\_\_\_\_

**Service and program coordination**

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Parent Involvement Tax Levy for workshops, supplies
- General Supplies Title 1
- Translation Tax Levy

**Title I focus money will be used to purchase books for a parent lending library. The library will be available each month when parents visit for PTA or PAC meetings**

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Wilson, CCLS aligned Performance Tasks	Small groups; one to one	During the day, After school and Saturday
Mathematics	Acuity, In-house , Skill and Drill Sets	Small groups; one to one	During the day, After school and Saturday
Science	CCLS aligned supplemental material	Small groups; one to one	During the day, After school and Saturday
Social Studies	CCLS aligned supplemental material	Small groups; one to one	After school and Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Small groups; one to one	During the school day

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Network Sponsored Professional Development
- Mentor Meetings
- Graduate Courses
- Collaborative Team Meetings
- Attend recruitment fairs to identify HQT. Teachers do demonstration lessons before being considered for hire
- A school based mentor is assigned to new teachers. The mentor uses the Danielson Framework as a tool to support and strengthen teacher practice and for self reflection.
- The Teacher Effectiveness Program Talent Coach is utilized to support teachers and help retain teachers.
- The Teacher Effectiveness Program Teacher Team is utilized as a steering team to coordinate peer observations to support and strengthen teacher practice using the Danielson Rubrics.
- Interface with the Human Resources Director to ensure that all teachers meet the requirements to become highly qualified.
- Administrators conduct beginning, midyear and year end conversations to give feedback to teachers on their progress.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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>Pelles</b>	District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>301</b>
School Name <b>Satellite East Middle School</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Kim McPherson</b>	Assistant Principal <b>Lynden Nelson</b>
Coach <b>Tricia Hazlewood, ELA</b>	Coach <b>Kemel Roberts, Mathematics</b>
ESL Teacher	Guidance Counselor <b>Guienelle Williams</b>
Teacher/Subject Area <b>Terisita Perlaza</b>	Parent
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>James Reaves</b>
Related Service Provider	Other
Network Leader <b>Kathy Pelles</b>	Other <b>type here</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>0</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>1</b>
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

### D. School Demographics

Total number of students in school	<b>220</b>	Total Number of ELLs	<b>11</b>	ELLs as share of total student population (%)	<b>5.00%</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. [🔗](#)

Satellite East Middle School is a small middle school on the top floor of an elementary school-P.S. 305. The school currently serves 222 students in grades 6-8.

The middle school grades serve approximately 24-28 students per class. The student population is made up of 11 ELL's.

Between the years 2006-2008, the school did not have any ELL students. In 2008-2009, the school had one ELL student on register. This student was serviced during the school day. During the 2009-2010 school year, there were two students. One of these students was identified from the LAB-R by Home Language Survey. During the school year, 2009-2010 four students were identified to take the LAB-R by the Home Language Surveys, they were also new admits to our school. This year thus far there are 11 students identified as ELL'S. The school LAP Team maintains a standing plan to accommodate and meet the needs of ELL's through an ESL approach.

Annually the LAP team, with the assistance from our testing and data inquiry teams, analyzes data in ARIS and ATS. These teams identify any current or former ELL students by looking at NYSLAT data.

As qualified students are admitted to the school, upon the admission of an ELL student or potential ELL student, the school LAP team will:

1. Secretary, Yvette Prescott will administer the Home Language Surveys within 10 school days. Tricia Hazlewood, Literacy coach administers the NYSLAT. Yvette Prescott is a fully licensed School Secretary. Tricia Hazlewood is a permanently licensed Reading Teacher in grades K-12.
2. Translation services will be provided if needed via home language surveys available in 15 native languages and/or on-sight translators
3. Parents/guardians will be invited to school to have face to face meetings and informal oral interviews in English and/or in their home language, with Team Leader, Guidance Counselor, and Assistant. Administration, Team Members, and Parent Coordinator will ensure that parents are aware of these meetings via continuous parent outreach such as phone calls, letters, emails, meetings, etc.
4. Parent & LAP Team members will communicate over the phone as well as in person in order to uphold constant communication
5. The LAB-R, if deemed appropriate and necessary, will be administered within 10 school days of student enrollment in school by Yvette Prescott.

6. The exams will be graded in house and sent out to be scanned.
  7. Tricia Hazlewood, with assistance from LAP team will determine whether or not specific students are deemed ELL's or non ELL's
  8. Tricia Hazlewood and LAP Team will communicate and inform parents and guardians of various ELL programs in the community and have them select their #1 preference program in person
  9. Parents will be invited to school for these informational meeting sessions ; this will take place within 10 days of student enrollment in school
  10. Yvette Prescott and Tricia Hazlewood will inform parents & guardians of the neighboring schools that offer their #1 chosen program
  11. We are unable to determine any set trends in specific wanted programs by parents, we have only had 1 ELL student so far
- Annually, the LAP team, with the assistance from our testing and data inquiry teams will analyze data in ARIS and ATS. These teams will identify any current or former ELL students by Looking at NYSLAT data.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	To t#
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

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

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)			Total
	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	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

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

### C. Home Language Breakdown and ELL Programs

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

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

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

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</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).
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?

This team works closely to ensure that student instructional programs are in agreement with NYSED-CR Part 154 mandates and regulations including Parent Involvement procedures, course work, instruction, and teacher professional development.

The LAP Team is designed to coordinate an academic plan to support and enhance all services for ELL students. The pupil accounting intake team member, guidance counselor and translation coordinator will serve as points of contact between the home and school.

The testing team ensures that all ELL & former ELL students are provided with testing modifications. The team works with all teachers to ensure that all ELL & former ELL students are provided with support via extra help classes in science, reading and math. Teachers utilize State Exams, ACUITY, ARIS and internet links to support ELL & former ELL students. The school's literacy teachers work alongside the teaching staff to include the following materials into daily instruction: practice assessments, benchmarks assessments from CEP, ACUITY, Predictives, independent reading books, instructional hand-outs, in school curriculum maps, as well as core curriculum and textbooks.

Members of the LAP Team will also coordinate in-house translating when capable or utilize DOE translation resources as necessary. The guidance counselors will correspond with any teacher (if hired in-house or if hired from near-by schools) to ensure that student assessment, performance, instruction, and stress related to such is managed. Overlap of LAP Team Members with the school's Pupil Personnel Team (PPT) and school's Academic Intervention Services Team (AIS) is strategic in order to ensure that support is complete. Close

## A. Programming and Scheduling Information

communication among these three teams is essential to ensure that there is clear collaboration and support from the content area teachers and ESL teacher. All decisions will be made in consultation and approved by the building principal.

The LAP Team will also be represented on the Cabinet, Data Inquiry Team and School Leadership Team by the Assistant Principal and the Principal to ensure that budget, staffing, intervention plans, etc. are all strategic, data-based and in alignment with needs of the ELL student(s).

As a “living document,” the CEP and Language Allocation Policy will be reviewed and amended yearly to ensure that the needs of ELL or former ELL students who may attend Scholars’ Academy are addressed beyond the requirements of the State Education Department.

The school LAP Team played an active role in the development of an instructional plan for the ELL student to support and ensure academic success.

Our school consulted our LSO ELL Support who worked with us to develop an intervention program in the student's class where the teacher would spend ample time teaching and working with the student both before and after school. Our school utilizes the model where daily speaking in English is expected throughout every class.

### Courses Taught in Languages Other than English ①

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

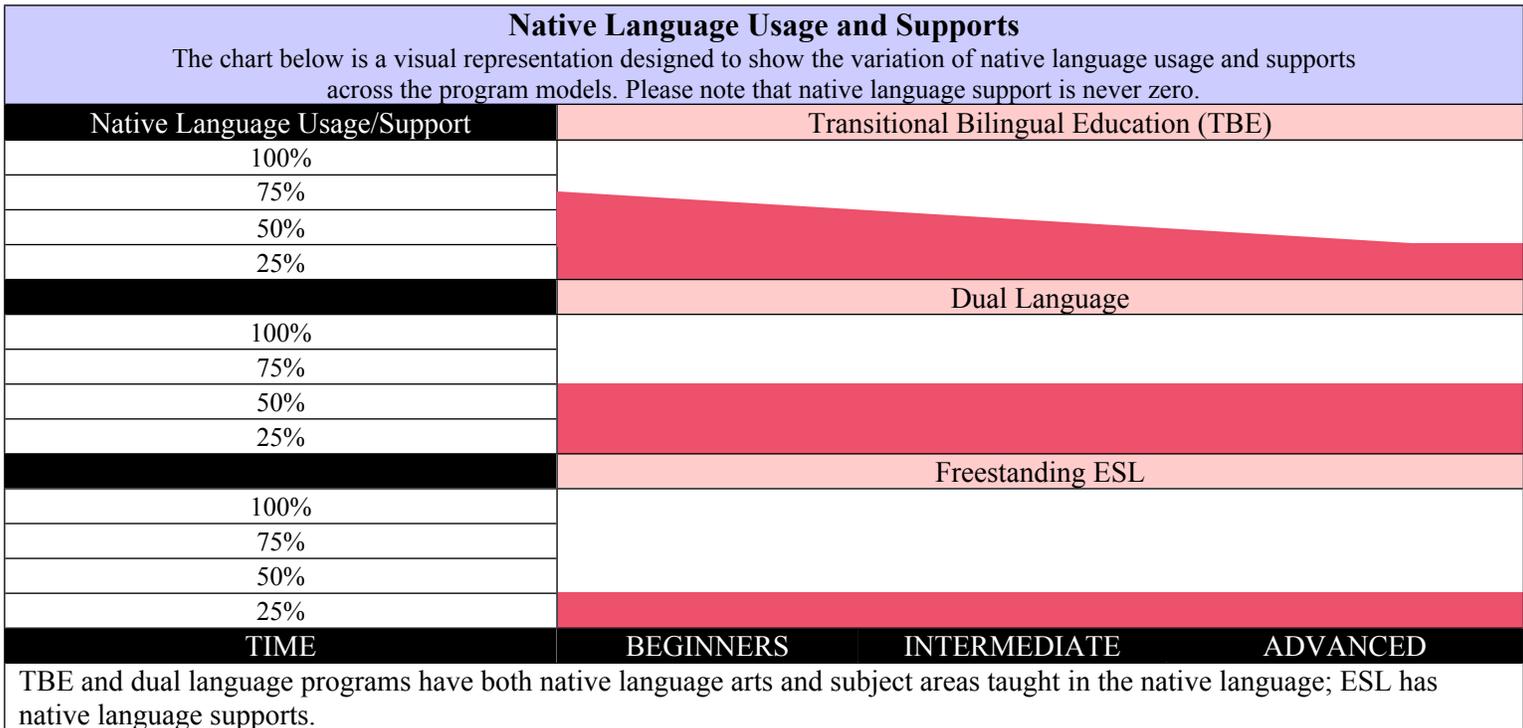
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

### 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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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?
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?

We have academic intervention, and extra help provided for our ELL's. Our Literacy Coach has also provided strategies and materials to our Social Studies, Science, Mathematics and Literacy Teachers to provide instruction and support to these students.

This year thus far, we have increased the number of these classes offered to our students.

Core subject teachers, as well as enhanced enrichment teachers conference individually with their students several times per marking period. Teachers and students meet to create learning goals, next steps and action plans every 6 weeks. These goals are then tracked in teacher records, electronically and in data binders, as well as in individual student planners. Parents and guardians receive communication about the goals as well through the use of the planners, Edline, meetings, calls, emails, etc.

All seventh and eighth grade students are given the opportunity to be exposed to Spanish.

### **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)?

We do not have dual language programs.

### **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.

Expectations, Professional Development  
And Initiatives

Mission

“To investigate uses of technology to improve all student learning through greater teacher efficiency and home/school communication”

Theme

Remove Time & Place from Teaching & Learning

We will continue to experiment with technology through various methods, avenues, equipment & software in order to improve student learning.

Including, but not limited to: Global Connect, ARIS, Smart-boards, Inquiry Team

Initiative #1.

Common Core & State Standards Based Process & Content:

Satellite East will be incorporating the Common Core Standards within our curriculum and daily instruction this year school-wide. These standards are research based, rigorous and presented in an extremely user-friendly, clear and concise format. These standards will assist in our current practices already in place to ensure:

- literacy skills are enforced throughout all subjects and classes
- vertical alignment is in place from grade to grade
- college and career readiness is a focus throughout all grades, 6-8

In addition, we teach children, not subjects. Subjects are just the medium about which we talk, think, and communicate in writing. **PROCESS OF THINKING AND LEARNING (COMPREHENDING) MUST BE THE FOCUS. CONTENT MUST BE THE BY-PRODUCT. CONTENT IS THE MEDIUM IN WHICH WE TEACH PROCESS**

Initiative # 2.Purpose:

- What is the Big Idea and why is it important?
- What is the bottom line students must walk away with? How do we get there?
- What strategies or techniques must we model in order to ensure students have the tools to get there?
- How do we best model such to ensure student retention and independent use?
- Most importantly, what DATA am I BASING my INSTRUCTIONAL DECISIONS UPON?

Initiative #3. Individual Coaching & Goal Setting:

- Again, we teach people, adults and individual children, not "whole classes."
- Students don't test as a whole class so why do we teach as whole classes?

Teams:

Common Core Standards  
Inquiry  
Professional Development  
Cabinet  
Academic Intervention  
Pupil Personnel  
Youth Development

Safety

LAP Team

SLT and all other support staff will continue to:

- Provide coherent strategies to support student learning that aligns with our curriculum, instruction and organizational decisions
- Gather, analyze and share information on student learning outcomes to understand our school and student progress over time
- Engage our school community and use data to set and track suitably high goals for accelerating student learning
- Align leadership development and structured professional collaboration around meeting our school's goals and student learning and emotional needs
- Provide structures for monitoring and evaluating progress throughout the year for flexibly adapting plans and practice to meet our goals for accelerated learning

These initiatives focus our Professional Development sessions that take place on Friday mornings every month and are then followed by a subject specific team meeting wherein a PD provider meets and co-plans with teachers and support staff. Since our LAP Team has members who are staff developers and admin, there is always ELL coach-ability.

Professional Development Workshops

September 9, 2011

September 16, 2011

September 23, 2011

September 30, 2011

October 7, 2010

October 14, 2010

October 21, 2011

October 28, 2011

November 4, 2011

November 11, 2011

November 18, 2011

December 2, 2010

December 9, 2010

December 16, 2011

January 6, 2012

January 13, 2012

January 20, 2012

January 27, 2012

February 3, 2012

February 10, 2012

February 17, 2012

March 2, 2012

March 9, 2012

March 16, 2012

March 23, 2012

March 30, 2012

April 6, 2012

April 13, 2012

May 4, 2012

May 11, 2012

May 18, 2012  
May 25, 2012  
June 1, 2012  
June 8, 2012  
June 15, 2012  
June 22, 2012

- Other professional development opportunities and planning sessions that take place in the building are in the form of Subject, Grade meetings
- The Grade Planning Meetings will take place in the coaches room rm 312.
- These meetings are already programmed in teacher schedules and attendance is a requirement, they should take place in the same room weekly. Please start and end on time.
- Grade and cohort leaders will be responsible to prepare agendas for all grade planning meetings with suggestions from Cabinet, PD Team, and Inquiry Team
- Mentors are responsible to prepare agendas for all new teacher meetings
- Minutes must be taken in electronic form, emailed to all team members/administration, as well as be posted on ARIS
- Teams should inform our Core Inquiry Teams of any specific findings, ideas, etc. that may impact instruction in other grades, subjects, etc. In this way, teachers will be teaching or informing the IT & the IT will in turn share ideas/teach other teachers (teams) on the staff. Teaching and Learning should remain a two-way street. This will maximize our idea flow and growth.

Our admin and professional development team has expertise in providing teacher training in State Learning & Common Core Standards, Teaching Vocabulary in Context, Math, etc.

In addition, the school affiliation with CFN 112 provides on-going support to improve teacher understanding of how to meet the needs of ELL students or how to remain culturally sensitive to ELL students.

During these PD Meetings individual student work, specifically if we have At-risk students or ELL students is reviewed and further instructional next steps or interventions are determined. In essence, PD is on-going and tailored to every child's need, ELL's included, and every teacher's specific need.

Outside workshops are also attended by teachers, support staff, secretaries and parent coordinator with regards to LAP Policy, LAP Regulations, ELL Services, Support Services, Parent Outreach, Differentiation, Data Collection, etc

- Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

## E. Parental Involvement

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

Global Connect is one way the school has made to increase parent involvement and communication. The results have been extremely positive with 100% of parents receiving school communication via telephone messages.

There are various Workshops offered to parents/guardians throughout the year. Topics include:

- o Curriculum Overview-Saturday, ELA and Math
- o How to Help Your Child Become Organized
- o Stress Management
- o High School Application & High School Open Houses
- o ARIS & Assessment Information
- o Behavior Management, Safety, Internet Use

The workshops are advertised on the monthly calendars and letters are sent home, and school announcements made each morning to our students. The phone answering system summarizes all events and forthcoming workshops that are offered and such is also posted on our website. Global connect can be translated into several languages.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>A</b>													
	<b>P</b>													

**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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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**

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

n/a

### 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

<b>School Name: <u>Satellite East Middle School</u></b>		<b>School DBN: <u>13K301</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kim McPherson	Principal		11/7/11
Lynden Nelson	Assistant Principal		11/7/11
James Reaves	Parent Coordinator		11/7/11
	ESL Teacher		
	Parent		
Terisita Perlaza	Teacher/Subject Area		11/7/11
	Teacher/Subject Area		

**School Name: Satellite East Middle School**

**School DBN: 13K301**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tricia Hazlewood	Coach		11/7/11
Kemel Roberts	Coach		11/7/11
Guinelle Williams	Guidance Counselor		11/7/11
Kathy Pelles	Network Leader		11/7/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 13k301      **School Name:** Satellite East Middle School

**Cluster:** 1      **Network:** 112

**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.

Analysis of BESIS, ARIS , HLS during enrollment as well face to face encounters with parents and guardians during meetings and orientation sessions.

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.

There are two families that require oral and translation services at our school.

## 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 translation of documents in Spanish are done in-house by foreign language teacher at the school

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 in Spanish are provided in-house by foreign language teacher and parent coordinator. DoE interpretation services in other languages are available if necessary.

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>.

Signage in building and Parent Bulletin boards display information about DoE interpretation services. This information is shared during all meetings with parents/guardians including Orientation sessions for new and incoming students.