



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: FORSYTH SATELLITE ACADEMY HIGH SCHOOL

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

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

SUPERINTENDENT: **ANTHONY LODICO**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ingrid Roberts-Haynes	*Principal or Designee	
Mark Rentflejs	*UFT Chapter Leader or Designee	
Gail Brown	*PA/PTA President or Designated Co-President	
Felicia Thomas	DC 37 Representative, if applicable	
Monica Salley Concepcion Turcios	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Michael Britto	CBO Representative, if applicable	
Gail Serrano	Member/Parent	
Desiree Zambrana-Garcia	Member/Parent	
Bridgett Salley	Member/Parent	
Michelle Quick	Member/Parent	
Geraldine De Leon	Member/Teacher	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- **By June 2013, there will be an averaged 72% increase in credit accumulation for all students from an average of 5.735 credits to 9.86 credits.**
Mark Analysis/Scholarship Report conferences with teachers (one on ones) will be the interim check points to assess the effectiveness of this long term goal. Conferences will be held four (4) times during the 2012-2013 year (at the end of each cycle: November, February, April, June) to assess pass/fail rates by each teacher for not only sub groups, but for all students. Based on analysis of data as well as impact on instructional practices, options for support and improvement will be offered to teachers through an individualized professional development plan, observations and intervisitations.

Comprehensive needs assessment

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

Based on the 2011-2012 Progress Report data, 81 students in the category 0-22 credits on average earned 4.46 credits per year. Additionally, Progress Report data showed that 224 students had an educational experience with us last year; we were able to get credit for only 58 through positive discharges/credit accumulation.

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) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategy #1: Credit Intervention Plan

- All students will be engaged in, ILearn NYC credit intervention program based on their Graduation Planning Conferences with the Goal Planning Team and Academic Scheduling Committee.
- Corporate Partnerships: CBO from University Settlement as well as the College Advisor from Henry Street Settlement will work with students to develop college and career plan/college and career readiness; DC Television – students will be engaged in urban video projects that incorporates digital literacy, editing and video production on topics related to Civics and Citizenship, Project Connect Program – students will be engaged in the Connected Foundations Digital Literacy class after school two days per week; The Mayor’s Taskforce on Chronic Absenteeism and Truancy Success Mentors work with staff and students to increase attendance for students identified in the Mayor’s targeted group or high need students identified by Family Group advisors. These partnerships will impact credit intervention because it provides students the opportunities to earn additional credits or re-coup credits lost due to not meeting literacy based standards for courses. Since our students are already over-aged and under-credited, these experiences provide valuable opportunities for them to get back on track to graduation.
- Summer School, PM school, individualized online learning programs. This plan provides additional opportunities for students to earn or recover credits since they are one to two years behind grade levels.
- Target Population: All students.
- Responsible staff: All teachers, Community Associates, Parent Coordinator, Assistant Principal.

Strategy #2 : Attendance Initiative

- Collaboration with ReServe Program – 4 ReServists/Success Mentors work with advisors, students and parents identified in target group.
- Bi- weekly Attendance Team meetings to identify students with 50%-75% weekly attendance, create strategies and intervention plan to improve attendance.
- Daily Robo Phone calls to homes (twice daily) using School Messenger system for students who are late or absent.
- CAASS Attendance Pilot – to accurately collect and report daily attendance; Students swipe daily in CAASS system upon entry (8:00 – 11:00am).

- Celebrations to honor students and parents with improved or perfect attendance.
- Responsible Staff: Attendance Team, Success Mentors, Parent Coordinator, Office Aide(s), Community Assistant, Assistant Principal.

Strategy #3: Professional Development

- Collaborative Inquiry Team will use student data to plan and set instructional SMART goals, align curriculum with City Wide Instructional Expectations, establish rigor and differentiated instruction. The target population for Collaborative Inquiry Team work is a school wide program for all students. Our students are overaged and undercredited and are off track for 4 year graduation completion, thus priority is given to teams to analyze student data and learning trends to increase performance and credit accumulation.
- MASC (Minimum Academic Standards Committee) conferences i.e. credit accumulation accountability team focusing on students' credit earning trends takes place in November, January, April and June.
- Academic Scheduling Committee reviews students' transcripts and make recommendations for the effective programming of individual students based on HSST and STARS coding.
- Collaborative Inquiry Team meets twice monthly to focus on teacher effectiveness, interim assessments to monitor and revise curriculum, use of rubrics that incorporate CCLS to provide specific feedback to students regarding their growth in skills to meet standards, Response to Intervention and Universal Design for Learning Principles (Provide Multiple Means of Representation, Action and Expression as well as Engagement) as they plan and execute lessons to meet the needs of all students, effective use of data to plan and set goals.

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.
 - Our school will maintain a bi-lingual Parent Coordinator; two Community Associates/Assistants to serve as liaisons between school, families and CBO's.
 - The Parent Coordinator, Community Associates/Assistants as well as other staff (teachers, advisors, Success Mentors, counselors) will attend regularly scheduled parent meetings (PTA/SLT, Student Goal Planning, Academic and Discipline Intervention) to share information, respond to parent questions/inquires/concerns and provide supports to increase students progress and performance.
 - Our school' Parent Coordinator, will create and distribute monthly parent newsletters that is translated in all the dominant language(s).
 - Parents will be trained on how to use and access PupilPath and ARIS Parent Link by the Assistant Principal, Parent Coordinator and Technology Team.
 - Our school will update the school's website, create and information portal for parents and will design workshops on how to understand the use of data and technology.
 - Parent participation at school events, student celebrations, college trips and Town Hall meetings.
 - Parent participation I the Project Connect Digital Literacy class where students are expected to create projects designed to teach parents about the use of data and technology.
 - Our school will host a curriculum evening and create a parent resource library with user friendly instructional materials and guides.
 - Our Assistant Principal. Principal and Parent Coordinator will conduct workshops on understanding the DOE's and State's accountability system.
 - Our school will translate critical school documents related to credit accumulation and provide interpretation services during Academic Intervention Conferences.
 - The admin team will engage parents in discussions and decisions regarding the required Title 1 set-aside funds, which are allocated directly to our school to promote parental involvement, including literacy, parenting skills and college and career readiness.

Budget and resources 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 I Title IIA Title III Grants Other

If other is selected 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).

As a title 1 School Wide Program school, Conceptual Consolidation will allow us to combine Federal and Local funds such as FSF, Title 1 funds and human resources to implement this action plan and achieve this goal from September 2012 – June 2013 as indicated below:

- Per session for PM school, vacation school and ILEARN NYC credit intervention and recovery programs.
- Summer school for 200 students including supervision and administrative support.
- Funding for licenses related to ILEARN NYC.
- Funding for Datacation/Skedula software to monitor student performance, progress and achievement.
- Per session for Collaborative Inquiry Team and Academic Scheduling Team meetings to support credit intervention and accumulation strategies.
- Funding for students and parents Attendance Awards ceremonies and celebrations as well as other attendance incentives.
- Funding for a School Aide to provide CAASS attendance scanning upon students' entry from 8:00 – 11:00 daily.
- Instructional materials and classroom supplies.
- Professional instructional materials to support curriculum development during the regular school day.
- Funding for Arts and Leadership programs/consultants.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- **By June 2013, 50% of students with 30 or more credits (68 students) will demonstrate college and career readiness by achieving a score of 85% or higher on culminating assessment in CPCI approved course** (Senior Seminar course aligned to CCLS and has met all criteria for CPCI approval).

Comprehensive needs assessment

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

Based on the Citywide Instructional Expectations outlined for schools in the 2012-2013 school year, data on the college readiness metrics for transfer schools on the Progress Report, it was determined that if students fully experienced CCLS aligned performance tasks they will then demonstrate the skills needed to be successful in college and careers.

Based on 2011-2012 Progress Report, the College Readiness Index is 2.2%. Our school earned 1 out of 3.33 points in this category. The College and Career Preparatory Index is 15.4%. Our school earned 1.60 out of 3.33 points in this category.

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) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategy #1: Professional Development

- Teacher Team will engage in collaborative inquiry and review student work weekly to develop strategies to increase rigor, student performance and ensure alignment with CCLS and City Wide Instructional Expectations using protocols for peer review. Team will also discuss strategies for deepening reading/writing/literacy tools for increased understanding and strengthen their ability to use textual evidence in writing and discussion using the Instructional Shift 4 in ELA/Literacy as the guiding lens to accomplish this inquiry. This work directly connects to the CPCI approved course because the expectations are that students ground reading, writing and discussion in evidence from text(s).
- Teacher Team will create protocols and processes for looking at student work that includes Universal Design for Learning, Webb's Depth of Knowledge and differentiation strategies for all students.
- Teachers will attend monthly PD sessions with CFN 403 instructional coaches, Consortium for Performance Based Assessment and Facing History and Ourselves organization to ensure understanding, alignment and implementation of CCLS and Citywide Instructional Expectations.
- Principal and Assistant Principal participate in Common Core Blackbelt Leadership Certification Program from the Common Core Institute to advance knowledge of the standards, to provide successful implementation strategies to Teacher Team(s), build capacity, create internal training and lead changes in our school.
- Regular cycles of frequent teacher observations and feedback by Admin Team using Danielson's research based rubric to provide formative support to improve practice and to ensure that Instructional Shift 4 in ELA/Literacy is achieved as students are prepared to experience college level tasks.
- Teacher Team intervisitation of classes, other high schools in the Consortium for Performance Based Assessment using protocols designed by CFN 403 Instructional coach(es) to ensure task alignment to CCLS, Citywide Instructional Expectations, Universal Design for Learning, differentiation and rigor.
- Teacher Team SMART goals with evaluation conference(s) based on Scholarship Report data at the end of each cycle/marking period.
- Teacher Portfolios with samples of student work products, PD reflections that documents evidence of college and career readiness.

Strategy #2: College and Career Readiness

- Small group and individualized counseling advisement for students to develop post secondary plan with the College Advisor from Henry Street Settlement (college application submissions and acceptances, college visits/tours, FAFSA completion, guest lecturers from colleges and the world of work.

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.
 - Monthly workshops on topics that include: parenting skills, understanding educational accountability for grade level curriculum and assessment expectations, literacy, financial aid, navigating the college world, PupilPath data system, accessing community and support services to build parents' capacity to help their young adult at home.
 - Our school will provide written and verbal progress reports to parents to keep them informed of their young adult's progress towards the performance tasks aligned to CCLS.
 - Our school will regularly inform parents of school activities and student progress and performance through ARIS inquiry space and the school's website.

Budget and resources 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 I Title IIA Title III Grants Other

If other is selected 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).

As a Title 1 School Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as FSF, Title 1 funds and human resources to implement this action plan and achieve this goal from September 2012- June 2013 as follows:

- Per session for Teacher Collaborative Inquiry Team.
- Title 1 funding for College Advisor/support from CBO (Henry Street Settlement).
- Per Diem/prep coverage for professional development from CFN 403; intervisitations to other schools in the Consortium for Performance Based Assessment.
- Per session and coverage funds for attendance at workshops/trainings at the Consortium for Performance Based Assessment.
- Per Session for Data Specialist to monitor and maintain Filemaker database.
- Professional instructional materials to support curriculum development during the school day.
- Professional guides and resources to develop strategies and protocols for looking at student work for CCLS and CiE alignment.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- **To increase parent participation from 17% to 50% on the Learning Environment Survey by June 2013.**

Comprehensive needs assessment

Based on low parent participation and communication obstacles in 2011-2012 year, it was determined that a bi-lingual Parent Coordinator fully dedicated and committed to the task of improving parental involvement and participation be hired for 2012-2013.

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) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

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

- Our school will ensure that parent/guardian addresses and emails are updated and current in ATS to reflect accurate student attendance based on register.
- Trainings for Family Group advisors by the Parent Coordinator on effective strategies for introducing and facilitating completion of the survey to parents.
- Incentives offered to students/Family Groups for the highest completion percentage of surveys.
- Parents will be informed via monthly parent newsletter and school's website of the importance of completing the surveys and the process/explanation of how to understand the questions.
- Workshops and dialogue will be held with parents during PTA/SLT meetings in January, February, March 2013.

Strategy #2: Maintain the School's website and Parent Portal

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

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.
 - Educational family events and activities will be held during Parent Teacher conferences and throughout the school year.
 - Our school will encourage meaningful parent participation on School Leadership Team, PTA and Title One Parent Committee.
 - Our school will encourage parents to participate in DOE sponsored events hosted by the Parent Academy.
 - Our school will establish a Parent Resource Area that will house informational and instructional materials for parents to build their capacity to help their young adults to meet the expectations of CCLS performance tasks.
 - The Parent Coordinator will conduct parent workshops focusing on the following topics: parenting skills, college and career readiness, financial aid and FAFSA, understanding City and State accountability systems, literacy skills, accessing community and support services, stress management, job readiness, teen dating violence, bullying/cyberbullying, technology to build capacity to assist their young adult at home.

- Our school will schedule additional academic/behavioral/social intervention parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program, supports and interventions to help their young adult's progress and performance, as well as other initiatives of the Chancellor that allows parents to provide suggestions.
- Our school will provide school planners for regular written communication between teacher and the home in the format and language(s) that parents can understand.

Budget and resources 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 X Title I Title IIA Title III X Grants Other

If other is selected 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).

As a Title One SWP school, Conceptual Consolidation will allow us to combine Federal and Local funds such as FSF, Title 1 funds and human resources to implement this action plan and achieve this goal from September 2012 – June 2013 as follows:

- Per session for Data Specialist and WebMaster to maintain the website and portals.
- General office supplies and postage for parent and student mailings.
- Funding for refreshments for PTA, SLT, Parent/Student Goal Setting and Intervention Meetings, parent sponsored events.
- Set aside funds for SLT i.e. stipends.
- Per Session and prep period coverage for translation and interpretation services.
- Funds for PTA sponsored college trips and male institute celebrations; incentives for improvement in students' attendance and academic progress.
- Funds for automated phone system to inform parents/students/guardians of students attendance and punctuality patterns.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

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	56	Small group	During the school day
Mathematics	60	Small group	During the school day
Science	42	Small group	During the school day
Social Studies	50	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	70	Small group; 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.

- Mentors and CFN 403 instructional team will be assigned to support under-performing and 2nd year teacher(s).
- Administrative Team and Hiring Committee(s) regularly attend hiring fairs, review Teacher Finder and conduct outreach to colleges to identify and recruit highly qualified teachers.
- The Administrative Team and Hiring Committee(s) utilize a protocol to help identify appropriate candidates for our student population in a transfer school.
- The Assistant Principal and Principal collaborate with CFN 403 HR point to ensure that non-highly qualified teachers meet all required documentation and assessment guidelines.
- The Principal, Assistant Principal and Teacher Teams will create and follow a schedule for teacher observations/intervisitations (external visits to Consortium for Performance Standards schools and CFN 403 Network schools included) and provide formative feedback using a research – based rubric.
- Teachers will review and self-assess on priority domains (Designing Coherent Instruction, Questioning and Discussion Techniques, Using Assessment in Instruction) of the Danielson’s research-based rubric as a formative plan to support their professional growth and development.
- Teachers will attend monthly professional development sessions provided by the Network Instructional Team, Consortium for Performance Based Assessment and the Principal/Assistant Principal to ensure understanding and implementation of selected domains and competencies of a research-based rubric.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR 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.

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.

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 Sumita Kaufhold	District 01	Borough Manhattan	School Number 458
School Name Forsyth Satellite Academy			

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

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

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

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

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

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

5. NA

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Total #
Transitional Bilingual Education (60%;40% → 50%;50% → 75%;25%)														0
Dual Language (50%;50%)														0
Freestanding ESL														
Self-Contained														0
Push-In										5	3	1	0	9
Total	0	0	0	0	0	0	0	0	0	5	3	1	0	9

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

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

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

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

4. We do not provide assessment in Native Languages.

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

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

A. Programming and Scheduling Information

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

Courses Taught in Languages Other than English ⓘ

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

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

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

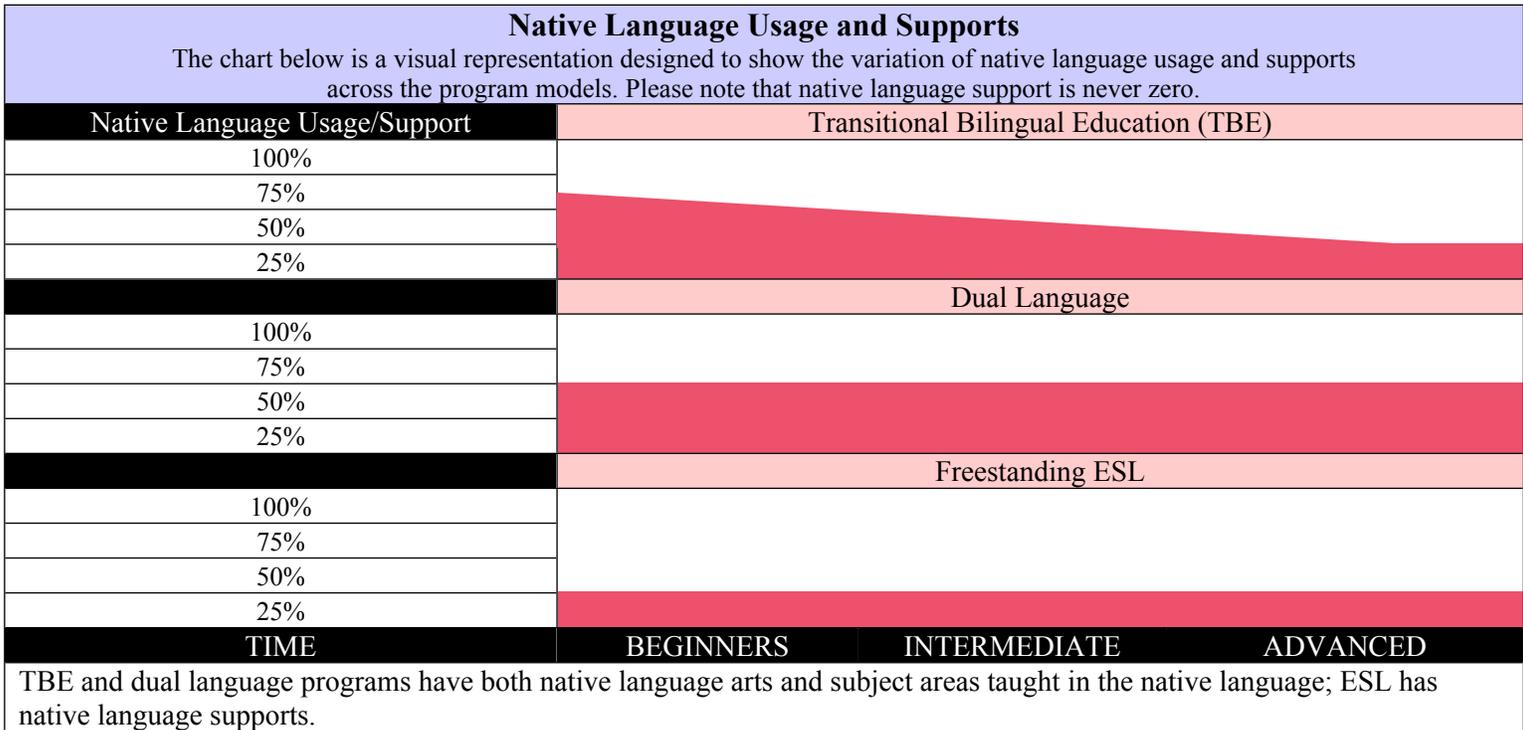
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

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

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

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

8. All of our intervention services are offered in English only. In addition to tutoring, we understand project based learning works very well for our ELL-SED students.

ELA- AM Dedicated Reading, Tutoring, Book Club

Math - Tutoring, STEM,

Social Studies - Tutoring, Current Events

Science- STEM, Robotics, Tutoring

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

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

11. NA

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

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

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

15. Yes

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

17. American Sign Language, Arabic, Tagalog, Japanese

C. Schools with Dual Language Programs

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

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

2. NA

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

E. Parental Involvement

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

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

2. Henry Street Settlement, IPTAR, Project Stay

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5		2	

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

Forsyth Satellite Academy is a literacy intensive school. We assess the early literacy skills of our ELLs in the same manner as our non - ELLs. When students apply to the school, they submit a writing sample and complete a reading comprehension exercise. We review their ELA scores and credit accumulation in English. From this data, we determine how to allocate/schedule our additional services such as The Writing Project and literacy specialist. Because all or ELLs are intermediate, we provide them with over 280 minutes of ELA instruction per week and at least 360 minutes of ESL instruction per week. We adjust our programming according to the number of ELLs in the community and their proficiency level. We also evaluate the success of our ELL program in the same manner that we assess the literacy program of our non ELLs. We examine the passing rates on the ELA, credit accumulation and teacher evaluations.

- 4a. Other than the Foreign Language Regents, non of our ELLs completed Regents Exams in their native language. Each student passed the Foreign Language exam. but did not fare well on the math or global history exams.
- b. As we are a Performance Based Assessment(PBA) school, we design our own periodic assessments. We use these assessments to gauge student progress towards presenting a PBA. We also use the results to modify the tasks and projects.
- c. Because the tasks are individualized, we have learned that our ELL students do as well if not better than non ELL students. As educators, we have learned to differentiate and apply strategies to assist with the literacy requirements.

5. NA

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Forsyth Satellite Academy		School DBN: 01M458	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ingrid Roberts-Haynes	Principal		12/13/01
Francheska Howard	Assistant Principal		12/13/11
Erik Nolan	Parent Coordinator		12/13/11
Mary Ackermann	ESL Teacher		12/13/11
Pamela Brown - Wright	Parent		12/13/11
Andrea Deak	Teacher/Subject Area		12/13/11
Carrie Taylor	Teacher/Subject Area		12/13/11
	Coach		12/13/11

School Name: Forsyth Satellite Academy

School DBN: 01M458

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		12/13/11
	Guidance Counselor		12/13/11
Sumita Kaufhold	Network Leader		12/13/11
Aimee Lichtenfeld	Other <u>Related Service Prov</u>		12/13/11
Mark Rentflejs	Other <u>UFT</u>		12/13/11
Corinne Anselmi-Rello	Other <u>Cluster Leader</u>		12/13/11
	Other		12/13/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 1 **Network: 108**

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

Part A: Needs Assessment Findings

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

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

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

The results of the Home Language Survey are:

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

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

Part B: Strategies and Activities

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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