



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** SATELLITE ACADEMY HIGH SCHOOL

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

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

SUPERINTENDENT: MARISOL BRADBURY

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Steven Zbaida	*Principal or Designee	
Steve Romagnoli	*UFT Chapter Leader or Designee	
April Thiam	*PA/PTA President or Designated Co-President	
Luisa Taveras	DC 37 Representative, if applicable	
Shaquirvi Williams Jeffrey Perez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Verona Rayside	Member/ Secretary	
Shanta House	Member/ Treasurer	
Elisa Johnson	Member/ UFT	
Paul Melkonian	Member/ CSA	
	Member/	
	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**

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

**Satellite Academy will increase the rigor of our Orientation program by developing and implementing a Final Orientation Project.** We will require all students to demonstrate competence in thinking about subject-area content and an assessment through the lens of our Habits of Mind and a selected Learning to Learn skill as the final exit criteria for the semester-long program

### **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.

Satellite Academy focuses on students' capacity to engage deep and critical thinking by engaging them in thinking and questioning outlined in our Habits of Mind. Habits of Mind questioning and thinking informs our classes and the way we ask students to engage with different topics. Habits of Mind support student capacity to achieve skills articulated in the Common Core and are essential to their future academic and career success.

All newly admitted Satellite Academy High School students take a semester long orientation program focused on: shifting their attitude towards school and education, developing strong Habits of Mind (HOME) and Learning to Learn (LTL) skills necessary for success at Satellite Academy and beyond, strengthening their subject area skills, and developing a strong sense of community/commitment to the school and their collective success.

Last year, we achieved our goal of implementing an expanded Orientation program that included all subject areas. During our end of year reflection, we noticed that our students continued to struggle with some academic skills, particularly around expressing their thinking through writing, in their last semester with us. We decided that as part of structuring student learning to address this academic weakness, we decided to increase the rigor of our exit criteria for our Orientation program by developing and requiring Orientation students to present a Final Orientation Project to demonstrate competence in thinking and writing about themselves through the lens of our Habits of Mind and one Learning to Learn skills.

### **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.

**Activity #1**

- a) A committee of teachers will develop a project, along with a rubric, that requires Orientation students to explain, in detail, their use of Habits of Mind to complete a meaningful piece of work. Students will choose a completed assignment, which might be an essay or a larger project, that the students feel demonstrates some of his or her best work. Students will complete reflective projects. which will require them to reflect on their work through the lens of the Habits of Mind.
- b) Target Population: committee of teachers/ staff developer
- c) Responsible Staff Members: teachers, staff developer, administration will examine the data from completed Final Orientation Projects
- d) Implementation Timeline: September – January 2013

**Activity #2**

- a) Introductory lesson on HOME skills conducted in Advisory: Students will consider the HOME skills in an interactive activity during Advisory. This will uniformly address an introduction and review of the HOME skills for all students. Academic teachers can then focus on these HOME skills as they relate to their subject areas.
- b) Target Population: Staff developer will model the lesson to advisors, advisors will implement the lesson in their Advisory classes
- c) Responsible Staff Members: Teachers will debrief their experience at the following meeting
- d) Implementation Timeline: September 2012

**Activity #3**

- a) Teachers will regularly identify how Habits of Mind inform their lessons to highlight these to students: As the Habits of Mind are thinking and questioning habits that inform thoughtful and critical thinkers in their consideration of subject material, so do these habits prompt students to engage in deeper thinking about their course work. Teachers will aid students' capacity to recognize when these habits of mind are being utilized, so that students can develop a metacognitive understanding of themselves as learners. Departmental planning time will be used to facilitate teacher practice in this area.
- b) Target Population: all teachers
- c) Responsible Staff Members: teachers and administration will examine student performance on Final Orientation Projects in order to make adjustments for the spring semester
- d) Implementation Timeline: September 2012 through June 2013

**Activity #4**

- a) The last few weeks of a semester, Orientation students work on their F.O.P. during Advisory :
- b) Target Population: teachers,
- c) Responsible Staff Members: teachers
- d) Implementation Timeline: January 2013

**Activity #5**

- a) We will have a FOP Day when all Orientation presenters will present their FOPs to their fellow Advisees: Orientation students will present their FOP during Advisory, which will be extended for that day. They will present in round-tables to the more senior students in their Advisory. Students will be graded on a rubric.
- b) Target Population: students
- c) Responsible Staff Members: staff developer, Advisors
- d) Implementation Timeline: January 2013

### **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.
  - The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
  - The school will incorporate this parental involvement policy into its school improvement plan.
  - In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
  - The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
  - The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
    - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
      - that parents play an integral role in assisting their child's learning;
      - that parents are encouraged to be actively involved in their child's education at school;
      - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
      - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

### **SATELLITE ACADEMY HIGH SCHOOL will:**

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences during which curricula and skills will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall and spring semesters.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: send home student report cards.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: parent can call the school and ask to speak to a teacher or advisor.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: parent(s) and/or guardian(s) can be invited to watch their child's final presentations.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**Budget and resources 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.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

Please see below:

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

<b>Allocated Category</b>	<b>Allocated</b>	<b>Schedule</b>	<b>In Process</b>	<b>Remaining</b>
<b>AC Totals</b>				
<b>Year :2013</b>				
<b>District : 02</b>				
<b>School : 02M570</b>				
<b>Grand Totals</b>	<b>\$2,228,097</b>	<b>\$2,194,563</b>	<b>\$0</b>	<b>\$33,534</b>
Last Year Rolled Open Encumbrances (not included in fund control)	\$0	\$2,520	\$0	(\$2,520)
ARRA RTTT Citywide Inst Exp	\$8,100	\$8,100	\$0	\$0
ARRA RTTT Data Specialist	\$2,178	\$2,178	\$0	\$0
Contract for Excellence FY 09 HS	\$77,285	\$77,281	\$0	\$4
Rollover Title I Correct 91 PS- Purch S And L Trav	\$20,000	\$20,000	\$0	\$0
Title I SINI Summer PD	\$1,567	\$1,567	\$0	\$0
Title I SWP	\$183,457	\$183,457	\$0	\$0
Title I SWP Translation Services	\$910	\$0	\$0	\$910
TL Children First Network Support HS	\$50,000	\$49,998	\$0	\$2
TL Computer Maintenance HS	\$12,441	\$12,441	\$0	\$0
TL DYO Assessment	\$3,000	\$3,000	\$0	\$0
TL Fair Student Funding HS	\$1,727,153	\$1,697,231	\$0	\$29,922
TL NYSTL Hardware HS	\$2,916	\$2,916	\$0	\$0
TL NYSTL Library Books HS	\$1,519	\$1,519	\$0	\$0

TL NYSTL Software HS	\$2,520	\$2,520	\$0	\$0
TL NYSTL Textbooks HS	\$15,029	\$15,029	\$0	\$0
TL Parent Coordinator HS	\$46,451	\$44,038	\$0	\$2,413
TL Parent Coordinator OTPS HS	\$500	\$500	\$0	\$0
TL RS Mandated Counseling Shared	\$13,097	\$13,097	\$0	\$0
TL RS Mandated Speech Shared	\$3,897	\$3,890	\$0	\$7
TL School Operational Support	\$40,000	\$40,000	\$0	\$0
TL Summer School Shared	\$2,916	\$2,916	\$0	\$0
TL Terminal and Paid Leaves	\$12,885	\$12,885	\$0	\$0
TL Translation Services	\$276	\$0	\$0	\$276

#### 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).

We hired a staff developer who works with teachers to further develop our Orientation curriculum and the FOP project/ presentation. The teaching staff was paid three days per session to return early in August and, among other things, begin working on Orientation and the FOP. A committee of three teachers will be paid to continue working on the FOP and bring the completed project to our staff.

#### 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

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

Through our intervention and support programs, Satellite will have 25 or fewer combined (superintendent and principal) suspensions for the year.

#### 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.

As a transfer high school, the students at Satellite Academy are "over-aged and under-credited." Most students who come to our school have many personal and academic difficulties.

We teach, but also rehabilitate young people who would otherwise drop out of school entirely. Therefore we work with a student population that is more challenging than student populations in traditional four year, articulated high schools. This is part of our mission.

Because of our student population and the many difficulties our students face, incidents do occur. We work rigorously to help our students find alternative avenues by which they can manage their daily stress.

In years past, Satellite has had a much higher incident rate. For example in 2009-2010 Satellite's incident rate was 41 combined, superintendent and principal, suspensions.

Starting the 2010-2011 school year, we implemented an extensive intervention plan that required and continues to require a high level of maintenance. Our goal was and continues to be to maintain a reduced incident rate of 25 or less combined, superintendent and principal, suspensions.

We have seen improvement due to the implementation of our plan. In the school year 2010-2011, we had a total of 21 combined suspensions (superintendent and principal). And during the 2011-2012 school year, we had a total combined suspension rate of 18.

Because of the student population we work with, we must continuously address our students' social and emotional health in order to facilitate their success academically. We make 25 or less incidents our yearly goal because of the high level of focus and energy we must use in order to maintain our intervention and support programs to achieve this low incident rate.

#### **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.

#### **Activity #1**

- a) Teachers will facilitate family groups and keep track of students in their family groups: As teacher develop relationships with students in their family groups, students will feel more comfortable bringing up conflicts or problems they encounter in school to their family group teachers.
- b) Target Population: all teachers and students
- c) Responsible Staff Members: Teachers
- d) Implementation Timeline: September 2012- June 2013

#### **Activity #2**

- a) Professional Development: Teachers will participate in professional development modeling a variety of activities to utilize in family group, including the Educators for Social Responsibility curriculum.
- b) Target Population: all teachers
- c) Responsible Staff Members: Staff developer
- d) Implementation Timeline: September 2012-June 2013

#### **Activity #3**

- a) Ramapo: All new students will participate in Ramapo, community building, activities on a day trip to Ramapo, NY. Teachers and administrators will accompany students and participate in the team building activities.
- b) Target Population: all new students
- c) Responsible Staff Members: teachers, administrators
- d) Implementation Timeline: September 2012

**Activity #4**

- a) Educators for Social Responsibility: All new students will participate in conflict resolution workshops conducted by ESR.
- b) Target Population: all new students
- c) Responsible Staff Members: Administrators
- d) Implementation Timeline: September 2012

**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.
  - The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
  - The school will incorporate this parental involvement policy into its school improvement plan.
  - In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
  - The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
  - The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
    - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
      - that parents play an integral role in assisting their child's learning;
      - that parents are encouraged to be actively involved in their child's education at school;
      - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
      - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and

Resource Center in the State.

SATELLITE ACADEMY HIGH SCHOOL will:

14. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
15. Hold parent-teacher conferences during which curricula and skills will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall and spring semesters.
16. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: send home student report cards.
17. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: parent can call the school and ask to speak to a teacher or advisor.
18. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: parent(s) and/or guardian(s) can be invited to watch their child's final presentations.
19. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
20. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
21. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
22. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
23. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
24. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
25. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
26. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.

- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**Budget and resources 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.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

Please see below:

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

<b>AC Totals</b>				
<b>Year :2013</b>				
<b>District : 02</b>				
<b>School : 02M570</b>				
<b>Allocated Category</b>	<b>Allocate</b>	<b>Schedule</b>	<b>In</b>	<b>Remainin</b>
	<b>d</b>	<b>d</b>	<b>Process</b>	<b>g</b>
<b>Grand Totals</b>	<b>\$2,228,097</b>	<b>\$2,194,563</b>	<b>\$0</b>	<b>\$33,534</b>
<b>Last Year Rolled Open Encumbrances (not included in fund control)</b>	<b>\$0</b>	<b>\$2,520</b>	<b>\$0</b>	<b>(\$2,520)</b>
<b>ARRA RTTT Citywide Inst Exp</b>	<b>\$8,100</b>	<b>\$8,100</b>	<b>\$0</b>	<b>\$0</b>
<b>ARRA RTTT Data Specialist</b>	<b>\$2,178</b>	<b>\$2,178</b>	<b>\$0</b>	<b>\$0</b>
<b>Contract for Excellence FY 09 HS</b>	<b>\$77,285</b>	<b>\$77,281</b>	<b>\$0</b>	<b>\$4</b>
<b>Rollover Title I Correct 91 PS- Purch S And L Trav</b>	<b>\$20,000</b>	<b>\$20,000</b>	<b>\$0</b>	<b>\$0</b>
<b>Title I SINI Summer PD</b>	<b>\$1,567</b>	<b>\$1,567</b>	<b>\$0</b>	<b>\$0</b>

Title I SWP	\$183,457	\$183,457	\$0	\$0
Title I SWP Translation Services	\$910	\$0	\$0	\$910
TL Children First Network Support HS	\$50,000	\$49,998	\$0	\$2
TL Computer Maintenance HS	\$12,441	\$12,441	\$0	\$0
TL DY0 Assessment	\$3,000	\$3,000	\$0	\$0
TL Fair Student Funding HS	\$1,727,153	\$1,697,231	\$0	\$29,922
TL NYSTL Hardware HS	\$2,916	\$2,916	\$0	\$0
TL NYSTL Library Books HS	\$1,519	\$1,519	\$0	\$0
TL NYSTL Software HS	\$2,520	\$2,520	\$0	\$0
TL NYSTL Textbooks HS	\$15,029	\$15,029	\$0	\$0
TL Parent Coordinator HS	\$46,451	\$44,038	\$0	\$2,413
TL Parent Coordinator OTPS HS	\$500	\$500	\$0	\$0
TL RS Mandated Counseling Shared	\$13,097	\$13,097	\$0	\$0
TL RS Mandated Speech Shared	\$3,897	\$3,890	\$0	\$7
TL School Operational Support	\$40,000	\$40,000	\$0	\$0
TL Summer School Shared	\$2,916	\$2,916	\$0	\$0
TL Terminal and Paid Leaves	\$12,885	\$12,885	\$0	\$0
TL Translation Services	\$276	\$0	\$0	\$276

**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).

We took our entire Orientation student population, with their teachers, to the Ramapo camp to engage in team/ community building and conflict resolution activities. We paid for a Conflict Resolution program conducted by Educators for Social Responsibility.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

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

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

**To continue to strengthen teacher effectiveness and the school's professional development culture by having each teacher participate in four cycles of observation and feedback focusing on writing and questioning.**

#### **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.

Examining data from our summative assessments, particularly our PBA or performance-based final assessment, scores, teachers determined that students need additional support in argument writing and critical thinking. This year we will work to strengthen teacher effectiveness and our school's professional development program through our work to support argument writing. Additionally, in line with city-wide expectations, we will work to strengthen our higher-order questioning across disciplines.

#### **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.

#### **Activity#1**

- a) Professional Development: Professional development will focus on overall teacher depth of understanding around teaching student writing, with particular emphasis on argument writing, across disciplines.
- b) Target population: all teachers
- c) Responsible Staff Members: staff developer
- d) Implementation Timeline: Sept 2012- June 2013

#### **Activity #2**

- a) Time allocation: Maintain a school wide schedule that allows for regular PD and peer and department meetings.
- b) Target population: all teachers
- c) Responsible Staff Members: administration
- d) Implementation Timeline: Sept 2012- June 2013

#### **Activity #3**

- a) Formal and informal observations: Administrators will develop a regular schedule of frequent formal, informal, and feedback observations of all teaching staff.

- b) Target population: all teachers
- c) Responsible Staff Members: administrators
- d) Implementation Timeline: Sept 2012- June 2013

**Activity #4**

- a) Supporting staff: Staff developer will mentor staff in need of support and log their contact hours.
- b) Target population: new teachers and teachers who need extra support
- c) Responsible Staff Members: staff developer
- d) Implementation Timeline: Sept 2012- June 2013

**Activity #5**

- a) Peer observations: All pedagogues will visit each other's classrooms.
- b) Target population: all teachers
- c) Responsible Staff Members: teachers, staff developer, and administration
- d) Implementation Timeline: Sept 2012- June 2013

**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.
  - The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
  - The school will incorporate this parental involvement policy into its school improvement plan.
  - In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
  - The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
  - The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
    - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
      - that parents play an integral role in assisting their child's learning;
      - that parents are encouraged to be actively involved in their child's education at school;
      - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118

of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

SATELLITE ACADEMY HIGH SCHOOL will:

27. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
28. Hold parent-teacher conferences during which curricula and skills will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall and spring semesters.
29. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: send home student report cards.
30. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: parent can call the school and ask to speak to a teacher or advisor.
31. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: parent(s) and/or guardian(s) can be invited to watch their child's final presentations.
32. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
33. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
34. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
35. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
36. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
37. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
38. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
39. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.

- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**Budget and resources 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.  
 \_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

Please see below:

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

<b>AC Totals</b>				
<b>Year :2013</b>				
<b>District : 02</b>				
<b>School : 02M570</b>				
<b>Allocated Category</b>	<b>Allocate</b>	<b>Schedule</b>	<b>In</b>	<b>Remainin</b>
	<b>d</b>	<b>d</b>	<b>Process</b>	<b>g</b>
<b>Grand Totals</b>	<b>\$2,228,097</b>	<b>\$2,194,563</b>	<b>\$0</b>	<b>\$33,534</b>
<b>Last Year Rolled Open Encumbrances (not included in fund control)</b>	<b>\$0</b>	<b>\$2,520</b>	<b>\$0</b>	<b>(\$2,520)</b>
<b>ARRA RTTT Citywide Inst Exp</b>	<b>\$8,100</b>	<b>\$8,100</b>	<b>\$0</b>	<b>\$0</b>
<b>ARRA RTTT Data Specialist</b>	<b>\$2,178</b>	<b>\$2,178</b>	<b>\$0</b>	<b>\$0</b>
<b>Contract for Excellence FY 09 HS</b>	<b>\$77,285</b>	<b>\$77,281</b>	<b>\$0</b>	<b>\$4</b>
<b>Rollover Title I Correct 91 PS- Purch S And L Trav</b>	<b>\$20,000</b>	<b>\$20,000</b>	<b>\$0</b>	<b>\$0</b>

Title I SINI Summer PD	\$1,567	\$1,567	\$0	\$0
Title I SWP	\$183,457	\$183,457	\$0	\$0
Title I SWP Translation Services	\$910	\$0	\$0	\$910
TL Children First Network Support HS	\$50,000	\$49,998	\$0	\$2
TL Computer Maintenance HS	\$12,441	\$12,441	\$0	\$0
TL DY0 Assessment	\$3,000	\$3,000	\$0	\$0
TL Fair Student Funding HS	\$1,727,153	\$1,697,231	\$0	\$29,922
TL NYSTL Hardware HS	\$2,916	\$2,916	\$0	\$0
TL NYSTL Library Books HS	\$1,519	\$1,519	\$0	\$0
TL NYSTL Software HS	\$2,520	\$2,520	\$0	\$0
TL NYSTL Textbooks HS	\$15,029	\$15,029	\$0	\$0
TL Parent Coordinator HS	\$46,451	\$44,038	\$0	\$2,413
TL Parent Coordinator OTPS HS	\$500	\$500	\$0	\$0
TL RS Mandated Counseling Shared	\$13,097	\$13,097	\$0	\$0
TL RS Mandated Speech Shared	\$3,897	\$3,890	\$0	\$7
TL School Operational Support	\$40,000	\$40,000	\$0	\$0
TL Summer School Shared	\$2,916	\$2,916	\$0	\$0
TL Terminal and Paid Leaves	\$12,885	\$12,885	\$0	\$0
TL Translation Services	\$276	\$0	\$0	\$276

**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).

We hired a staff developer to implement research-based methodologies to our professional development and to work with struggling teachers. Teachers are sent to Consortium professional development programs.

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	<ul style="list-style-type: none"> <li>• Tutoring for students</li> <li>• Vacation courses to build skills and content knowledge.</li> <li>• Block Scheduling</li> </ul>	<ul style="list-style-type: none"> <li>• Small group, one-to-one, tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Before and after school. Teachers are also available during their prep time and lunchtime to meet with students.</li> <li>• During vacations</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Tutoring for students</li> <li>• Vacation courses to build skills and content knowledge.</li> <li>• Block Scheduling</li> </ul>	<ul style="list-style-type: none"> <li>• Small group, one-to-one, tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Before and after school. Teachers are also available during their prep time and lunchtime to meet with students.</li> <li>• During vacations</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Tutoring for students</li> <li>• Vacation courses to build skills and content knowledge.</li> <li>• Block Scheduling</li> </ul>	<ul style="list-style-type: none"> <li>• Small group, one-to-one, tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Before and after school. Teachers are also available during their prep time and lunchtime to meet with students.</li> <li>• During vacations</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Tutoring for students</li> <li>• Vacation courses to build skills and content knowledge.</li> <li>• Block Scheduling</li> </ul>	<ul style="list-style-type: none"> <li>• Small group, one-to-one, tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Before and after school. Teachers are also available during their prep time and lunchtime to meet with students.</li> <li>• During vacations</li> </ul>

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> <li>• All students are in a family group with an advisor. They work with that group and advisor throughout their entire stay at Satellite. It is a regularly scheduled class. Family group meets daily. It provides academic support as well as social/emotional supports to assist students in progressing towards meeting graduation requirements. We focus on AIDS awareness, wellness through health fairs and the advisory curriculum. We also have various groups that support our teen parents, gay-lesbian students, and students with varying family issues. Advisors work closely with other related service providers and with parents. Students with disabilities who require counseling will work with external vendors and an in-house social worker.</li> <li>• We have a Social Worker. Outreach is done for services that may not be available within the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual</li> <li>• Group</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling is available before, during and in the afternoon. Counselors keep meeting schedules that include referred students in crisis and 'regularly' scheduled students.</li> </ul>
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### **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.

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

Satellite Academy maintains high quality professional development and ensures that our staff is highly qualified by scheduling and implementing regular professional development. Teachers also work collaboratively on a regular basis to support one another in their teaching practice. Finally our inquiry model involves all of our teaching staff and we use this data to collectively inform instruction.

**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.

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

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

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

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

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

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

### D. School Demographics

Total number of students in school	<b>255</b>	Total Number of ELLs	<b>16</b>	ELLs as share of total student population (%)	<b>6.27%</b>
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## Part II: ELL Identification Process

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

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

1. The LAP policy at Satellite Academy is a freestanding pull-out/push-in ESL model and follows all federal, state and city mandates governing ELL students. It complies with the legal mandates for ESL services under ASPIRA, including the Jose P. component, CR Part- 154, Title III and the Bilingual/ESL Education Act. Students are serviced by certified teachers and a certified ESL teacher for the required number of periods under the regulations of CR Part-154 as it applies to beginning (3 ESL), intermediate, (2 ESL) advanced (1 ESL, 1 ELA) and transitional (1 ESL, 1 ELA) ELL students for English language acquisition and English language arts. All stakeholders are able to articulate when and why a freestanding pull-out English as a Second Language program exists and how it is implemented as per the required mandates. This process is accomplished through ongoing staff development as per the requirements of the Jose P. implementation of the ASPIRA Consent Decree decision rendered in ASPIRA vs. the NYC Board of Education which states that general education teachers will undergo 7.5 hours yearly of staff development devoted to all issues, relating to Bilingual/ESL education and special education teachers will undergo 10 hours of training. Training includes CR Part 154, Title III, formal and informal assessments, parental/student rights, language acquisition/literacy instruction, modification/scaffolding, to cite some examples. The LAP complies with this statute and exceeds the number of hours of required staff training. LAP team members reflect the composition of the school community and is representative of the following: teachers, other staff, parents, students, administrators, and support personnel. 255 students comprise the 2011-2012 population at Satellite Academy including 16 ELL's, reflecting approximately 6.27%. Satellite Academy has 1 licensed volunteer certified ESL teacher who services the 16 ELL's .
2. All 3 types of ELL program choices are offered to parents of ELL's at the Parent Orientation Meeting, at intake and upon request.
3. and 4. Satellite Academy is a school for transfer students, who are over age with few high school credits. Parents are informed by all of the appropriate personnel. Parents are informed of the ESL program and all appropriate documents are recorded (HLIS, LAB, LAB-R, NYSESLAT, parental letters) in compliance with CR Part-154 as well as all other mentioned mandates. The ELL identification process is completed within 10 days of admission as per CR Part 154. Steps include administering the HLIS, if appropriate, which includes the formal oral interview in English and in the Native Language and the LAB-R if needed. The ESL teacher (certified) and other office personnel (translators) are responsible for conducting the initial screening and administering the HLIS and LAB-R, when appropriate. The appropriate yearly entitlement letters, surveys and program selection forms are mailed and/or distributed to parents at the beginning of the school year.
5. The parental trend is requesting ESL for all ELL students. 2009-2010: 30 ESL students; 2010-2011: 4 ESL students, 2011-2012: 16 ESL students.
6. All program requests follow parent requests and mandates.

## Part III: ELL Demographics

### A. ELL Programs

<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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" 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>										9	3	3	1	16
<b>Total</b>	0	0	0	0	0	0	0	0	0	9	3	3	1	16

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

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ⓘ

ELLs by Subgroups										
	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
ESL							16			16
<b>Total</b>	0	0	0	0	0	0	16	0	0	16

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

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

**Transitional Bilingual Education**

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

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

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

**A. Programming and Scheduling Information**

- 6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- 7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1,2 , 3, 4, 5, 6, & 7 CR Part-154 requirements are met and have been included in the above stated points of Principle ONE of the LAP. All ELL students receive the appropriate English language instruction and English language arts. LAB scores, LAB-R results, NYSESLAT, content standardized test results and informal test results guide instruction. NYSESLAT results, as per the proficiency levels recorded on the RNMR (ATS system), guide the individualized prescriptive/diagnostic instruction for ELL’s at Satellite Academy. Presently 16 ELL’s are in the all are Advanced and Intermediate as per the NYSESLAT. The language of instruction is English (ESL) and is scheduled and is understood and reflected, as well as posted in the appropriate offices, for all stakeholders to see/utilize and understand. The ESL freestanding pull-out/push-in program reflects all above stated legal mandates and includes ESL level appropriate instruction for English language acquisition and ESL level appropriate adaptations for content specific classes for ESL, SIFE, Long-Term ELLs and special needs students. ESL, regular, SIFE, Long-Term ELLs and special education teachers and other personnel meet to review, discuss and plan continuity of instruction in all content areas. English language acquisition instruction follows research based ESL methodology to increase language and literacy levels within the frameworks of listening, speaking, reading and writing and represents the theories and practices of eminent bilingual/ESL researchers such as Cummins, Uhl-Chamot, Krashen, Terrell, Hakuta and Freeman.

**Courses Taught in Languages Other than English ⓘ**

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

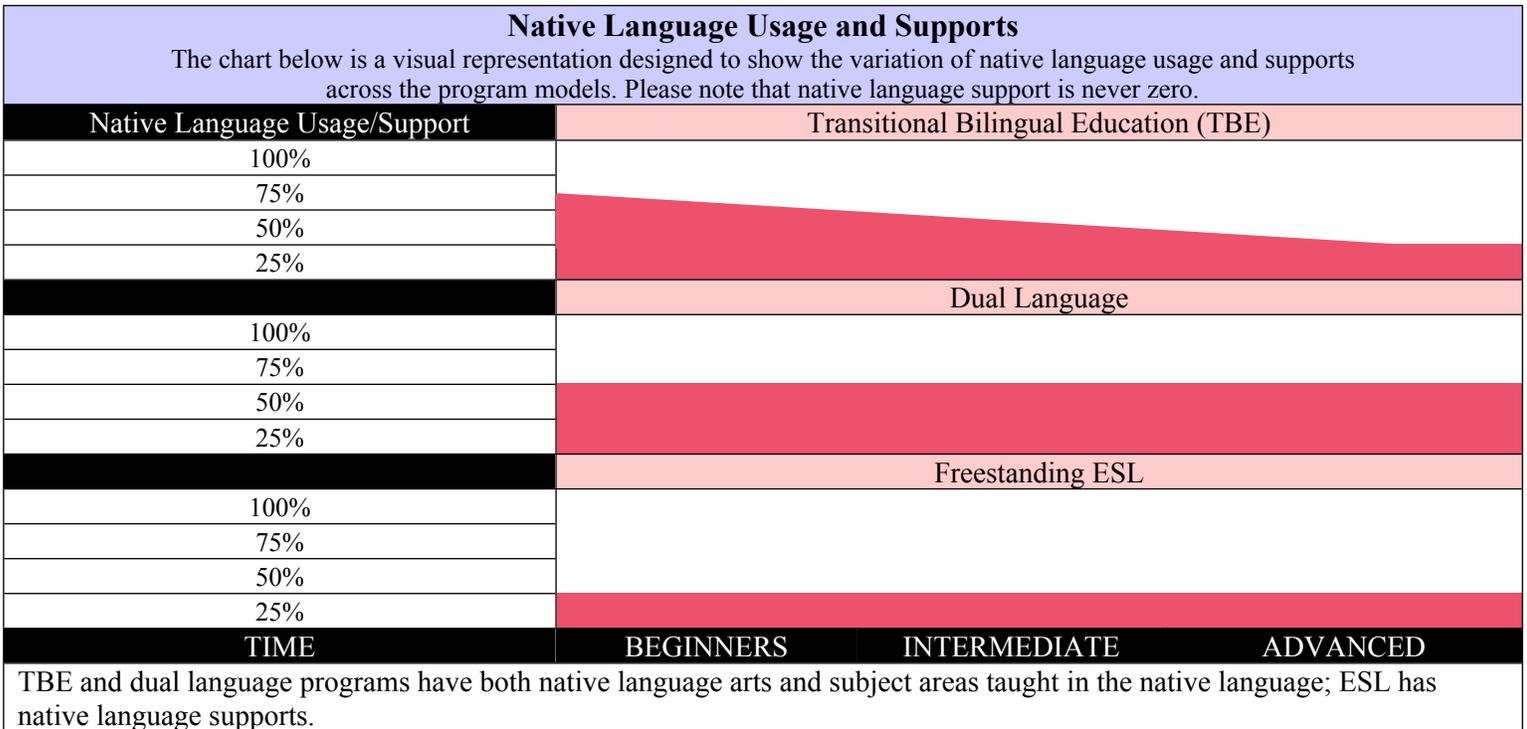
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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

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



**B. Programming and Scheduling Information--Continued**

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

1-14. Satellite Academy plans, implements, monitors and evaluates a rigorous freestanding pull-out/push-in ESL program following all mandates of CR Part 154 and is aligned with mandated ESL/NLA/ELA and content learning standards and the core curriculum. Students use content area textbooks, ESL materials such as:

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

Students have use of the library for research, homework and enjoyment. Instruction includes use of computer technology for word processing, internet research and learning reflection logs. ESL students receive instruction based on their language acquisition level and literacy level .All placement decisions are based on formal and informal assessments (LAB, LAB-R, NYSESLAT, informal teacher made assessments).Students demonstrate learning through academic development of listening, speaking, reading and writing skills in English as well as content area skills and knowledge in mathematics, social studies, English language arts and health. Progress is measured through documented standardized assessments (NYSESLAT, standardized content specific tests) and if appropriate (for special education ELL's) IEP benchmarks. Once ELLs have reached proficiency on the NYSESLAT additional support is offered in content area classes and tutorial/advisory classes.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### D. Professional Development and Support for School Staff

<ol style="list-style-type: none"> <li>Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)</li> <li>What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?</li> <li>Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.</li> </ol>
<p>1,2 &amp;3. A comprehensive staff development program at Satellite Academy addresses the pedagogical needs of teachers, and exceeds the 7.5 hours mandated under Jose P., in understanding the cultural and academic requirements of second language learners as they progress in language and literacy acquisition. The staff development program encompasses mandates, assessments, methodology, techniques, learning styles, scaffolding, modifications, adaptations, conventions of grammar, syntax understanding, receptive language development, idiomatic conventions, BICS and CALPS, note taking, and career vocabulary for bilingual/ESL ELL students.</p>

**E. Parental Involvement**

<ol style="list-style-type: none"> <li>Describe parent involvement in your school, including parents of ELLs.</li> <li>Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?</li> <li>How do you evaluate the needs of the parents?</li> <li>How do your parental involvement activities address the needs of the parents?</li> </ol>
<p>1,2,3 &amp; 4. Satellite Academy plans and implements activities for students and parents in a variety of ways. including CBOs. There is a Parent Association . Parents are invited to attend monthly meetings, notices are in English and Spanish and translators are available. Workshops are held for parents, as well as individual conferences to explain the mandates, program, documentation and progress of students in ESL. Students participate in a Multicultural Writing Fair to share and celebrate the panoply of diversity; family members are invited. Parent needs are evaluated through parent surveys and activities reflect the needs of the parents.</p>

**Part V: Assessment Analysis**

**A. Assessment Breakdown**

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)										2	1	1	1	5
Advanced (A)										7	2	1		10
Total	0	0	0	0	0	0	0	0	0	9	3	2	1	15

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

**NYSESLAT Modality Analysis**

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

**New York State Regents Exam**

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

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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**

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

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

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 02M570

**School Name:** Satellite Academy

**Cluster:** \_\_\_\_\_

**Network:** CFN 108

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

Written translations are completed in-house by staff members.

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

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

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

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