



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** ARTURO A. SCHOMBURG SATELLITE ACADEMY BRONX HIGH SCHOOL

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

PRINCIPAL: MARSHA VERNON

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

SUPERINTENDENT: ELAINE LINDSEY

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Marsha Vernon	*Principal or Designee	
Carol Kennedy	*UFT Chapter Leader or Designee	
Nona Samuels	*PA/PTA President or Designated Co-President	
Aileen Malave	DC 37 Representative, if applicable	
Venice Mercardo	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Iris Clarke	Member/Teacher/Secretary	
Flora Padro	Member/Teacher	
	Member/Parent	
Martha Rodriguez	Member/Parent	
Rosemary Percel	Member/Parent/Chair person	
Clyve Norman	Member/Student	
	Member/Parent	

\*\* 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**

Arturo A. Schomburg Satellite Bronx will improve student's skills in reading comprehension and argumentative writing school-wide by having all subjects have a minimum of 2 units that are aligned to Common Core Standards in particular Reading Informational Text 1 & 10; in addition to writing standard 1. In particular the English department will collaborate to create an intensive ELA prep program that uses acuity reports, two practice ELA assessments, Literary Analysis assessments, and past ELA exams to analyze/assess/ the skills/needs of students in the 2012 ELA cohort. This will be measured through an analysis of curriculum outlines and units, diagnostic assessments/testing, a 3% increase of students who receive a 65% or above on the ELA Regents by June 2013 and a 3% increase in students receiving 75 or higher on Performance Based Assessments Tasks (PBATs) in Math, History, and Science.

### **Comprehensive needs assessment**

Schomburg students have struggled with receiving high grades on the ELA Regents exam. We currently have a pass rate of 55% of students who took the ELA Regents exam (85) that passed with a 65 or above. In addition from the work produced in last years Inquiry teams the Qualitative (from tools such as Triple Entry Journals, mini- essays, research essays, PBATs etc.) data showed that students struggled to show that they can use factual evidence to support their written argument.

### **Instructional strategies/activities**

- The plan will focus on enhancing critical listening, speaking, reading and writing skills through a research-proven inquiry approach of looking at complex texts and their use in the classroom. Students will produce responses to a variety of rich assessments demonstrating a complex, flexible literacy predicated on 21<sup>st</sup> century skills and understandings.
- The frequency of teacher observations will increase to ensure that units of study used in the classroom are aligned to Common Core Standards. The skills in citing resources and supporting claims are also being reinforced across all academic subjects.
- Whole staff weekly professional development focuses on close examination of texts used to support instruction in English Language Arts and other major academic areas.
- Through participation in DOE's secondary literacy pilot, the professional developer will work with teachers to strengthen curricular alignment of Common Core Standards;; including complex texts, understanding of text structure, differentiation, and strategies for student access to non-fictional texts.
- The schools Inquiry leadership team which is composed of a member from each academic department will facilitate departmental collaborative inquiry projects that focus on text complexity and employ analysis protocols to regularly review student work to measure and document student growth particularly in the area of ELA. They will use the results from the January ELA regents as a benchmark to review best practices and will analyze final results after the June 2013 Regents exam.
- The student sub-group will be chosen from the schools ELA cohort list with a focus on students who are on track to graduate by June 2012.
- Diagnostic data will be reviewed using data analysis protocols; formative and summative assessments will provide data for ongoing analyses of student progress. The student sub group will continue to be tracked quarterly throughout the year.
- The Administration will focus on Writing Standard 1 and Reading Standard 1 as two of the key components in teacher observations,

department meetings, and provide support during feedback session during individual meetings or group sessions.

- Full staff meets regularly to review and analyze data and plan instructional responses particularly in the area of strengthening reading skills.
- Teachers also meet during departmental and house meeting times to discuss instructional responses and strategies for strengthening skill acquirement.
- All teacher sessions; PD, departmental, Staff meeting, etc. are expected to be documented to show teacher implementation. Teachers are also expected to produce a professional teaching portfolio by the end of the year to document the work that they have done.

**Strategies to increase parental involvement**

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

**Budget and resources alignment**

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

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

If other is selected describe here:

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, SIIG Funds and human resources to implement this action plan from Sept. 2012 – June 2013 as indicated below:

- This year's budget allocation has allowed for the school to have an Inquiry Leadership Team (ILT) that looks at Common Core alignment of curriculum and producing assessments and data to improve literacy across the board.
- Funding has been allocated so that the school can have a Professional developer who facilitates PD and works with consultants to provide support in this area.

Funding has been allocated to bring in an Aussie Coach and CBO's that offer additional support in student learning and writing across the board. Funding towards the Social Worker has provided additional support in helping students with tutoring and AIS on a social

emotional level.

Funding has also been placed in teacher per session and supervisor per session to provide after school classes and classes during vacation time for students to receive additional academic support.

**Service and program coordination**

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

## **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**

Arturo A. Schomburg Satellite Academy will increase the number of graduating students by 5% from 45% to 50% as measured by the 2012 – 2013 Progress Report.

### **Comprehensive needs assessment**

One of our primary areas of concern is our transfer school (formerly known as 6 year) student cohort graduation rate. In the 2011-2012 Arturo Schomburg had a 45% graduation rate. We would like to focus our energy on improving this rate by a minimum of 5% in the 2012 – 2013 school year.

### **Instructional strategies/activities**

- The school has set up a team comprised of the dean, administration and school support staff to review all student transcripts and make modification to credit areas, as related to our multidisciplinary classes, if necessary. This programming team will meet with students regularly to create a plan towards graduation and options to earn additional or recover credit. The team also helps to register students for the classes that they need. This information is also shared with student advisors and guardians to help support their graduation plan.
- The school has created a block schedule system in which students attend 2 primary classes for a five week span. After 5 weeks classes will change and the students will have 2 new primary classes. In addition, students attend a semester long advisory and selected elective classes.
- Students will also receive frequent feedback from teachers during mid-cycle check-ins and Cycle Progress Reports.
- An Advisory curriculum will be developed that will focus on college and career research and readiness.
- A College Advisement committee will be facilitated to build on student's knowledge of FAFSA and College readiness skills so that they are better prepared for college and a career.
- There will be the implementation of a Skills/Senior Seminar class in the senior house that all students will be required to take that will focus on financial readiness for college and career.
- All staff will be responsible for promoting college/career research and readiness and will support the work of the college and career readiness.

### **Strategies to increase parental involvement**

We also plan to increase family involvement in students' college research by:

- Conduct parent workshops with topics that may include: FAFSA, Planning for the Future.
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

**Budget and resources alignment**

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

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

If other is selected describe here:

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

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

**Service and program coordination**

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

### **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**

Arturo A. Schomburg Satellite Bronx will ensure that by June 2013, teacher teams in ELA, Social Studies, Science, and Math will develop and implement new CC aligned unit of study as evidenced by unit/lesson plans, teacher team assessment of student work, and observation of classroom instruction.

#### **Comprehensive needs assessment**

In order to engage students in more challenging assignments that will accelerate their learning, deepen their conceptual understanding and strengthen their ability to use textual evidence in writing and discussion, the DOE Citywide Instructional Expectations are asking all schools to adjust their practices and collaborate to align curriculum with Common Core Standards to meet the academic needs of all students. Keeping with the Citywide instructional expectations students will experience a minimum of two Common Core aligned units of study in the areas of ELA, Social Studies, and Math for 2012 – 2013 school year.

#### **Instructional strategies/activities**

- The plan will focus on enhancing critical listening, speaking, mathematical practices, reading and writing skills through aligning at least 2 units of study in all -subject areas and their use in the classroom. Students will produce responses to a variety of rich assessments demonstrating an understanding of reading informational texts, citing sources, stating a claim that is backed up by evidence and being a productive participant in various types of discussions.
- The frequency of teacher observations will increase to ensure that teacher practices/instruction is aligned to Common Core Standards with a focus on skills in citing resources and supporting claims.
- Whole staff weekly professional development focuses on close examination of texts and protocols used to support instruction in English Language Arts and other major academic areas.
- Through participation in DOE's secondary literacy pilot, the professional developer will work with teachers to strengthen classroom integration of Common Core Standards; complex informational texts; including understanding of text structure, differentiation, and strategies for student to have multiple points of access to understand non-fictional texts.
- The schools Inquiry leadership team which is composed of a member from each academic department will facilitate departmental collaborative inquiry projects that focus on text complexity and employ analysis protocols to regularly review student work to measure and document student growth particularly in the area of ELA.
- The student sub-group will be chosen from the schools ELA cohort list with a focus on students who are on track to graduate by June 2013.
- Diagnostic data will be reviewed using data analysis protocols; formative and summative assessments will provide data for ongoing analyses of student progress. The student sub group will continue to be tracked quarterly throughout the year.
- The Administration will focus on Writing Standard 1 and Reading Standard 1 as two of the key components in teacher observations, department meetings, and provide support during feedback session during individual meetings or group sessions.

- Full staff meets regularly to review and analyze data and plan instructional responses particularly in the area of strengthening reading and writing skills.
- Teachers also meet during departmental and house meeting times to discuss instructional responses and strategies for strengthening skill acquirement.
- All teacher sessions; PD, departmental, Staff meeting, etc. are expected to be documented to show teacher implementation. Teachers are also expected to produce a professional teaching portfolio by the end of the year to document the work that they have done.

**Strategies to increase parental involvement**

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

**Budget and resources alignment**

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

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

If other is selected describe here:

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, SIIG Funds and human resources to implement this action plan from Sept. 2012 – June 2013 as indicated below:

- This year's budget allocation has allowed for the school to have an Inquiry Leadership Team (ILT) that looks at Common Core alignment of curriculum and producing assessments and data to improve literacy across the board.
- Funding has been allocated so that the school can have a Professional developer who facilitates PD and works with consultants to provide support in this area.
- Funding has been allocated to bring in CBO's and consultants that offer additional support in student learning and writing across the board. Funding towards the Social Worker has provided additional support in helping students with tutoring and AIS on a social emotional level.

- Funding has also been placed in teacher per session and supervisor per session to provide after school classes and classes during vacation time for students to receive additional academic support.

**Service and program coordination**

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Annotation Interactive Writing Argumentative Writing	Small Group, one-to-one, tutoring.	During school day, before and after school.
Mathematics	Modeling and Linear Equations prep.	Small Group, one-to-one, tutoring.	During school day, before and after school.
Science	Critical Inquiry and the Scientific Method	Small Group, one-to-one, tutoring.	During school day, before and after school.
Social Studies	Argumentative Writing and Critical Inquiry	Small Group, one-to-one, tutoring.	During school day, before and after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Substance, Bereavement, Self Help Sessions.	Small Group, one-to-one, tutoring.	During school day

### HIGHLY QUALIFIED TEACHERS (HQT)

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

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

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

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

### B. Language Allocation Policy Team Composition

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

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>0</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>1</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>233</b>	Total Number of ELLs	<b>10</b>	ELLs as share of total student population (%)	<b>4.29%</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. Arturo A. Schomburg Satellite Academy Bronx is a school serving over age students who have attended other high schools prior to Satellite. We were apart of a multi-sited school (Satellite Academy) and are now or own newly established school. Our student population is 1-3 years over age and they have attended 1-2 other high schools before coming to our school. With that said most if not all students come to us already being identified as an ELL. However during our intake process a designated staff member administers a reading and writing assesment. All students are required to complete a reading and writing assesment that is administered and graded by the schools English department; which allows us to see there reading level. Pedagogues that speak the Native language such as the SETS teacher, Foreign language teacher and professional developer are also consulted if the assesment indicates the use of another language. This information is shared with the parent if students are accepted into our program and they are informed about what supplemental classes or services will be available or mandated for their child. Staff members who speak the native language of the parents are also there to help with translation if needed. If no staff members are available then we will use the DOE Translation Center. 2 -3- 4

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

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

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

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

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

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

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

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

5.

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<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>										1	1	1	1	4
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	1	1	1	4

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	2	Special Education
SIFE		ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	2			8						10
Total	2	0	0	8	0	0	0	0	0	10

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

### C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
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								
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>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

1.

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

Our Freestanding ESL class is slated as a Push-In (Co-Teaching) model where the ESL teacher joins the students in there Heterogeneously mixed English or Math class to review what students are learning and offer additional support. Since we have 90 minute block periods our ESL facilitator can also schedule to pull students out of class to get additional one-on-one support. Our ELL students are also placed in the same core grouping when possible so that it is easier to ensure that the ELL teacher can readily work with the students as efficiently as possible.
2. Studnets work with the ESL teacher for eithe 180 minutes once a week or are pulled out for two 90 minute session within the model that was mentioned earlier. Since we have approximately 10 ELL students the ratio for teacher to student is 1:10, however the average ratio in a regular subject class room is 1:28 at our school. Majority of the schools classes are taught in the proficient to advanced levels of English however the ELL sessions can start from intermediary to advanced.
3.

Materials used include the use of visual aids and large print items that assist in language proficiency. Content area classes are aligned closely with and reflect all state and city learning standards and are supportive of both ESL and Special Education instructional methodologies. Students are given access to classroom libraries that are categorized by level of proficiency. These libraries will continue to be upgraded as our school focuses on the needs of our ELA and ELL students. Since we are apart of a text complexity pilot teachers in all subject areas have begun to use academic language structures like "bricks and mortar" (terms used to differentiate between content-specific vocabulary and general academic terms. They are also using deeper thought graphic organizers like "triple entry journals" in the Humanities department to help students of all levels build upon their sentence structure/paraphrasing skills.
4.

All students who apply and participate in our Intake Process have to fill our the schools biographical information which inquires about other languages spoken at home. Thus helping us to ensure that we are giving them the translation services they may need. Results from the LAB-R and NYSESLAT allows for us to get a better understanding of where the students skills are at.

## A. Programming and Scheduling Information

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

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

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

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

5.

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

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

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

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

6.

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

7.

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

### Courses Taught in Languages Other than English ⓘ

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

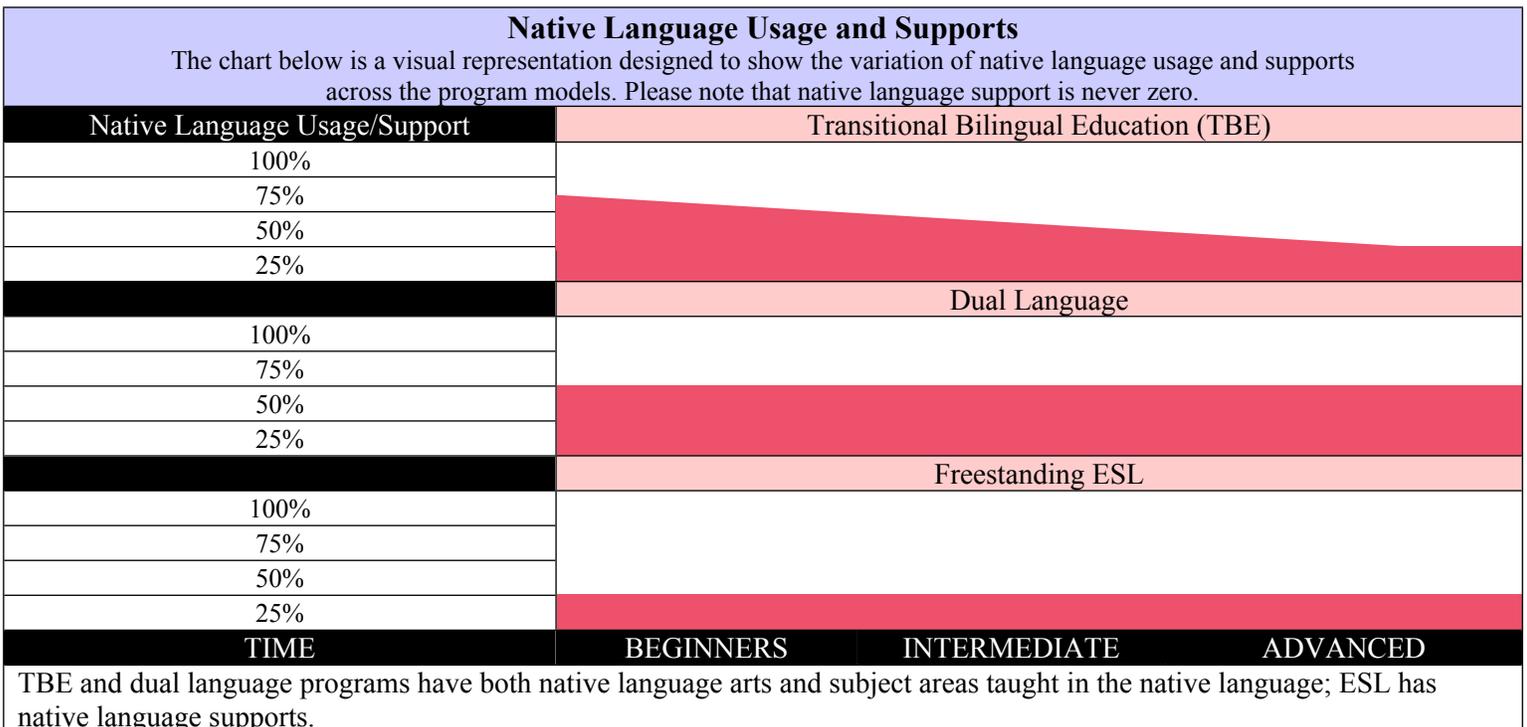
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Science:	


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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?

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

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

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

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

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

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

## C. Schools with Dual Language Programs

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

EPs and ELLs are integrated throughout the whole instructional day excluding the 180 minutes a week when they receive extra support from an ESL teacher or Language teacher on staff. Students have language separated for instruction during elective classes such as Spanish and French, tutoring time, and after school classes in the humanities subjects. No Dual language model is used at this time. In addition our ELL students come to us with a good understanding of the English language so there has not been a need to teach them in their native language at this time.

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

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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

#### **E. Parental Involvement**

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

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

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

## **Part V: Assessment Analysis**

## A. Assessment Breakdown

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - 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.

Paste response to questions 1-6 here

### Additional Information

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

N/A

## Part VI: LAP Assurances

<b>School Name:</b> <u>Arturo A. Schomburg Satellite</u>			<b>School DBN:</b> <u>12X446</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marsha Vernon	Principal		1/1/01
T. Shawn Welcome	Assistant Principal		1/1/01
Marisa Cibelli-Barrett	Parent Coordinator		1/1/01

**School Name: Arturo A. Schomburg Satellite**

**School DBN: 12X446**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Richard Gross	ESL Teacher		1/1/01
Martha Rodriguez	Parent		1/1/01
Deonisis Haldeos	Teacher/Subject Area		1/1/01
Anne Archer	Teacher/Subject Area		1/1/01
Christopher Massey	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Sumita Kaufhold	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 12X446      **School Name:** Arturo A. Schomburg Satellite

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

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

**Part A: Needs Assessment Findings**

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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.

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

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

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

## Part B: Strategies and Activities

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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.

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

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

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

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

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

