



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: FORSYTH SATELLITE ACADEMY
DBN (i.e. 01M001): 01M458
Principal: INGRID ROBERTS-HAYNES
Principal Email: IROBERT4@SCHOOLS.NYC.GOV
Superintendent: ANTHONY LODICO
Network Leader: NATHAN DUDLEY

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ingrid Roberts-Haynes	*Principal or Designee	
Mark Rentflejs	*UFT Chapter Leader or Designee	
Gail Serrano	*PA/PTA President or Designated Co-President	
Felicia Thomas	DC 37 Representative, if applicable	
Kiana Johnson Aaron Williams	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Sarah Jonas	CBO Representative, if applicable	
Janet Tollinche	Member/ Parent	
Patricia Tollinche	Member/ Parent	
Geraldine DeLeon	Member/ Teacher	
Margarita Navarrete	Member/ Parent	
Michele Quick	Member/ Parent	
Ilesha Brown	Member/ Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

By June 2014, 65% of students will complete Performance Based Assessments in Math, Science, Social Studies and English with a grade of Pass to Higher as evidenced by correlating rubrics.

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.

- An analysis of Progress Report graduation rate data for the past three years highlighted a need to make this an area of priority. In fact, 2010 -2011 graduation rate was 50.5%; 2011-2012 graduation rate was 39.6%; 2012-2013 graduation rate was 24.7%;
- An analysis of program data revealed that some graduating seniors could not complete more than one assessment at a time, thus increasing their length of stay.
- From discussions with students in the Junior and Senior Seminar courses, it was shared that “Time” was a major deterrent to students’ completion of graduation requirements since the final PBA’s are the most time consuming assessment of our school’s program.
- Feedback from student and parent exit interviews highlighted that students lost motivation when they could not complete two or more assessments at a time, which resulted in incomplete projects .Students then had to re-take the course to complete the PBA tasks for final assessments. Some students gave up and decided to pursue GED or YABC, thus the graduation rate decreased.
- Administrators’ observations of instructional practices in PBA classes revealed that the level of project based/inquiry based work did not provide effective scaffolding for project based learning. Unit and lesson planning needed to be a strong focus for professional development.
- An analysis of 2012-2013 Scholarship Report data revealed that the percentage of completion rate for each department in the Fall 2012 was: Math 36%, Science 32%, Social Studies 49%; In the Spring the completion rate for each department was: Math 22%, Science 45%, Social Studies 52%.
- 2012-2013 Quality Review for indicator 2.2 stated that our school needed to “Improve teacher’s ability to analyze assessment data to illuminate achievement trends so that regular targeted adjustments are made to support all students’ mastery of content and performance standards” as an area in need of improvement
- 2012-2013 Learning Environment Survey showed that our school scored 8.0 out of 10 in the category of Academic Expectations (a decrease from 2011-2012) and the Citywide Average for transfer high schools was 8.5.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. To support students with IEP’s to complete their PBA’s, we created ICT PBA classes in all content areas.
2. We created repeater PBA classes for students who may have passed the content part of the PBA but may have failed the assessment.
3. Cycles of Teacher Team intervisitations where every single teacher will be observed by colleagues at least once by January 2014 and three times by June 2014. Using specific and actionable feedback, teachers will apply this feedback to improve lesson/unit planning and instructional practice.
4. Teacher Teams/Instructional Leads intervisitation of other high schools in the Consortium for Performance Based Assessment using protocols designed by CFN 403 Instructional Coaches to ensure task alignment to CCLS, CIE, UDL, differentiation and rigor.
5. Collaborate with CFN 403 Achievement Coach(es) to provide timely and needs based professional development surrounding Danielson, literacy strategies, building CCLS aligned rubrics ,using UDL strategies.
6. Teacher Teams will use protocols for looking at student work that includes Universal Design for Learning, Webb’s Depth of Knowledge, Bloom’s Taxonomy and Differentiation strategies for students.
7. Teacher Teams will use software to create a school curriculum library to facilitate ongoing review of units.
8. Regular cycles of teacher observations and feedback by the Administration with support from CFN 403 Talent Coach using Danielson’s research based rubric to provide feedback to support improvement of practice and to ensure that Common Core Instructional Shifts are achieved as students are prepared to experience college level tasks.
9. Creation of public graduation tracker so all stakeholders in the community can monitor student progress and performance.
10. Participate in pilot program, Empowering Boys Initiative, from the NYC DOE Office of Equity and Access on Cultural Relevant Pedagogy.
11. Intake Process for newly admitted students has been modified to carefully determine students we can successfully serve as a transfer school.
12. Creation of a sub-committee to “streamline” the PBA process while ensuring alignment with the PBA Handbook guided by the Consortium for Performance Based

Assessment.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Key personnel used to implement each strategy: pedagogical staff, Principal, Assistant Principal, CFN 403 Instructional Coach and Talent Coach, Consultants (Collaborative Learning, Teachers College at Columbia, Facing History and Ourselves), Success Mentors from ReServe program. 2. Resources used to implement these strategies: School Funding
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Teacher Team SMART goals with evaluation conferences by Principal based on Scholarship Report data at the end of each cycle/marketing period (November, February, April, June) 2. Ongoing review of curriculum maps with feedback for improvement conducted by the Principal and Assistant Principal to ensure curricula are aligned to standards in all content areas. 3. Monthly targeted professional development plan with focus on use of technology to improve student performance, curriculum development, lesson planning, cultural relevant pedagogy, interim and summative assessments. 4. Re-structuring retreat in April with representation by pedagogues in each content area as well as support staff to discuss effectiveness and success , or lack thereof, of programs/initiatives/structures implemented to address progress and performance needs of students. 5. Administration meets monthly as a collaborative team to discuss and reflect on strategies and activities implemented during an assessment cycle. 6. Bi-weekly meetings will be held using the Assessment of Student Work tool to review student work/data. 7. 7. Data from intervisitations will be used to identify school wide trends during monthly meetings.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. September - October 2013: PD to introduce consultants, support and norm practice across departments. 2. October: Implementation of Team meetings (MWF); October – March (Mondays – SMARTBOARD training in Teams with consultant). 3. Spring 2013: Empowering Boys Initiative Principal’s Institute; August 2013: EBI Team meeting; December 2013: PD begins with EBI Team; January – June 2014: PD sessions with consultants and staff on topics related to cultural relevant pedagogy. 4. Mark Analysis/Scholarship Report conferences to discuss pass/fail data , interim and summative assessments to support PBA’s in November, February, April, June 5. April 2014: Retreat to review strategies/structures/programs/schedules implemented to support student progress and performance.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ul style="list-style-type: none"> • Curriculum Mapper Software: Teachers will have a central location to provide daily lessons and unit curriculum maps. Instructional leaders will have the ability to monitor for quality instruction. • Datacation/Skedula: Purchase of student information system software for monitoring student progress and performance, sharing of student data and outreach for students. • Purchase of Public Graduation Tracker to monitor student progress and performance towards graduation. • Funds to support services provided by consultants from Collaborative Learning, Teachers College at Columbia University and Facing History and Ourselves organization. • Addition of 2 full time instructional positions in Special Education and ELA to support ELL’s, SWD’s and lowest performing students in literacy. • Hire a full time Guidance Counselor to assist with academic programming and monitor/maintain Public Graduation Tracker • Per diem/prep coverage for professional development from CFN 403 intervisitations to other schools in the Consortium for Performance Based Assessment. • Per session and coverage funds for attendance at workshops/trainings at the Consortium for Performance Based Assessment. • Per session for Data Specialist to monitor and maintain Filemaker database. • Professional instructional materials to support curriculum development and assessment during the school day. • Professional guides and resources to develop strategies and protocols for looking at student work for CCLS and CIE alignment.
<u>Strategies to Increase Parental Involvement</u>
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).
<ul style="list-style-type: none"> ➤ Provide regular parent events to assist families in how to effectively use the school’s website and Datacation/PupilPath as well as other resources to monitor and track student progress and performance. Resources to support students’ achievement of PBA’s will be shared at these events as well. ➤ Provide ongoing parent training to effectively become involved in planning and decision making in support of their young adult’s completion of PBA Tasks/projects. ➤ Share course expectations and unit overviews with parents at the start of each semester with parents and make them available on PupilPath.

- Incorporate the use of technology (Twitter, Remind 101, emails, texts) to communicate students' progress and performance towards completion of PBA's.
- Success Mentors from the ReServe program will call parents to provide updates on attendance trends, discuss academic support in completion of tasks.
- Support school-level committees that include parents who are members of the School Leadership Team, The Parent Association and the Title 1 Parent Committee. This includes providing technical support and ongoing professional development, especially in developing skills to support students' academic growth.
- Maintain a bi-lingual Parent Coordinator to serve as a liaison between the school and families.
- Translate all critical school documents and provide interpretation /sign language services during meetings and events as needed.
- Regular contact with homes via Robocalls as well as by Family Group advisors to conduct parent outreach whenever students are on academic contract/probation, have declining attendance or do not attend AIS sessions.
- Provide progress reports to parents after mid-cycle and end of cycle student conferences as well as during scheduled intervention conferences to inform parents of young adult's progress and create plan of action to achieve success.
- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title 1 program as outlined in the CEP, including the implementation of the school's Title 1 Parent Involvement Policy and School Parent Compact.
- Collaborate with parents each summer to plan for the upcoming school year and revise key documents; host Town Halls and Parent Breakfast for newly admitted students and their families during the first two months of school.
- Host the required Title 1 Parent Meeting on or before December 1st of each school year to advise parents of young adults participating in the Title 1 program about the school's Title 1 funded program(s), their right to be involved in the program and the parent involvement requirements under Title 1, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #2

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.

Parental participation on the 2013-2014 Learning Environment Survey will increase from 20% (Spring 2013 score) to 25% as measured by completed surveys online.

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.

- Low parent participation and communication obstacles in 2011-2012 school year prompted us to hire a full time bi-lingual Parent Coordinator fully dedicated and committed to the task of improving parental involvement and participation in 2012-2013.
- Parental participation increased from 17% to 20% on the 2012-2013 Learning Environment Survey, but improvement is still needed.
- In a comparison of parent participation at our school and the City's average, 20% of parents participated as compared to the City's average of 54% while only 3% of parents completed the survey online.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. **Strategies/activities that encompass the needs of identified subgroups**
2. In collaboration with the Parent Coordinator our school community will continue to develop a strategic plan to distribute, complete and collect the Learning Environment Survey.
3. Our school will ensure that parent/guardian addresses and emails are updated and current in ATS to reflect accurate student attendance based on register.
4. Ongoing trainings for the Family Group advisors by the Parent Coordinator on effective strategies for introducing and facilitating completion of the surveys (paper versions as well as online).
5. Incentives offered to students/Family Groups for the highest completion percentage of surveys and public acknowledgement of parent participation.

6. Parents will be informed via monthly parent newsletter , school's website and Global Connect Robocalls of the importance of completing the surveys and the process or explanation of how to understand the questions.
7. Workshops and dialogue will be conducted for parents during PTA and SLT meetings in January, February, March 2014.
8. Family Group advisors will contact parents via texts and emails using Remind 101 technology in January, February and March 2014 of the importance of completing the survey.
9. Our school will maintain the school's website and parent portal to inform parents of upcoming events, especially as it relates to the survey.
10. Our school will continue to maintain a master email list o inform parents of important events at our school.
11. Our school's Parent Portal will include the school's calendar, announcements and links to non-DOE informational websites.
12. Trainings for Family Group advisors and parents will be conducted on effective use of PupilPath to share information about student progress and performance that helps our students to be college and career ready.
13. Parent outreach data will be shared at Attendance Team meetings with a focus on interventions and supports to increase participation.
14. Flyers and posters will be posted in the school community; reminders will be shared in the Daily Notes and Announcements memo by the Principal.
15. Successful strategies and feedback will be discussed with student leaders in weekly Student Leadership Group facilitated by the Principal and the Parent Coordinator.
16. 2012-2013 Learning Environment Survey data will be shared , analyzed and discussed with staff, SLT and PTA members, Student Leaders, Attendance Teacher and Success Mentors from Mayor's Taskforce. Data will also be shared in monthly Town Hall meetings with the entire school community. Student feedback and input will be strongly considered for implementation.

17. Key personnel and other resources used to implement each strategy/activity

1. Key personnel to implement each strategy: Parent Coordinator, Principal, Assistant Principal, Attendance Coordinator, Success Mentors from the Mayor's Taskforce on Chronic Absenteeism and Truancy ReServe program, Office Aides, Family Group Advisors, Attendance Teacher, CBO, SLT and PTA members, Student Leadership students.
2. Resources used to implement each strategy/activity: School Funding

18. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Parent Coordinator will publicly post weekly parent participation data in school community in weeks prior to the deadline of the survey.
2. Attendance Team members will share parent outreach and communication data during bi-weekly team meetings.
3. Family Group advisors will share parental outreach and communication data at weekly collaborative team meetings and reflect on successful strategies implemented.
4. Parent participation data , intervention and supports will be shared at monthly PTA and SLT meetings and weekly meeting of Student Leaders.

19. Timeline for implementation and completion including start and end dates

1. September – December 2013: Updating of Parent Portal and School's website for increased communication to parents.
2. January – March 2014: Parental Outreach to inform parents of Learning Environment Survey
3. April 2014: Discuss and reflect on strategies implemented at Retreat; devise Action Plan for 2014-2015 to increase parent participation.
4. June 2014: Written reflections on effective and ineffective strategies in End of Year Reflection document to assess success or lack thereof

20. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- General office supplies and postage for parent and student mailings.
- Funding for refreshments at PTA, SLT, Student and Parent intervention conferences and Parent Coordinator sponsored events and workshops.
- Set-aside funds for SLT stipends.
- Per session and prep period coverage for translation and interpretation services.
- Global Connect subscription for parental outreach and communication.
- Datacation: Purchase of student information system software for monitoring student progress, sharing student data and outreach to parents.
- Metrocards to assist parents with transportation costs for attending school events and intervention conferences.

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).

- Educational family events and activities will be held during Parent Teacher conferences and throughout the school year.
- Our school community will encourage meaningful and active parent participation on School Leadership Team, PTA and Title One Parent committee.
- Our school community will encourage parents to participate in DOE sponsored events hosted by the Parent Academy.
- Our school will establish a Parent Resource area in the Student and Parent office that will house informational and instructional materials for parents to build their

capacity to help their young adults to meet the expectations of CCLS performance tasks.

- The Parent Coordinator and Guidance Counselor will conduct parent workshops focusing on the following topics: parenting skills, college and career readiness, financial aid and FAFSA , understanding City and State accountability systems, literacy skills, accessing community and support services, stress management, job readiness, teen dating violence, bullying with a focus on cyberbullyng, technology to build capacity to assist their young adult at home.
- Support school-level committees that include parents who are members of the School Leadership Team, The Parent Association and the Title 1 Parent Committee. This includes providing technical support and ongoing professional development, especially in developing skills to support students' academic growth.
- Maintain a bi-lingual Parent Coordinator to serve as a liaison between the school and families.
- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title 1 program as outlined in the CEP, including the implementation of the school's Title 1 Parent Involvement Policy and School Parent Compact.
- Collaborate with parents each summer to plan for the upcoming school year and revise key documents; host Town Halls and Parent Breakfast for newly admitted students and their families during the first two months of school.
- Host the required Title 1Parent Meeting on or before December 1st of each school year to advise parents of young adults participating in the Title 1 program about the school's Title 1 funded program(s), their right to be involved in the program and the parent involvement requirements under Title 1, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.								

Goal and Action Plan #3

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.
 By June 2014, 75% of the 2013-2014 NYSED School Accountability Cohort (Cohort P, 2010 cohort) will score a 65 or higher on the ELA Regents exam.

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.

- On June 19,2013 Superintendent Lodiico conducted a walk- through of our school community and observed classes through the lens of Quality Review rubric. Feedback provided from class observations stated, "One of the focus areas that you have prioritized is to improve passing rate on the ELA Regents. Being a Performance Based Assessment Consortium school, this is the only Regents exam required for students and students scored in the bottom 10% of all their peer and city schools. With the low success rate on the ELA Regents, it is expected that you will continue focusing on literacy, writing and language arts skills instruction across all disciplines".
- From 2010 – 2011 to 2012-2013, there is an 81% decrease in the weighted ELA pass rate as indicated in the Progress Report data.
- 2012-2013 Quality Review stated that our school needs to improve in the following areas: 'Ensure that curriculum reflects the expectations of CCLS so that all students experience a challenging curriculum to prepare them for college and future careers (indicator 1.1); Develop pedagogy that meets the needs of a diversity of learners and furthers high levels of thinking and participation to improve academic outcomes (indicator 1.2); Improve teachers' ability to analyze assessment data to illuminate achievement trends so that regular targeted adjustments are made to support all students' mastery of content and performance standards (indicator 2.2)".
- 2012-2013 Learning Environment survey showed that our school received a score of 8.0 out of 10 in the category on Academic Expectations as compared to the Citywide average of 8.5 for transfer high schools.
- 2012-2013 Progress Repot overall grade as a school was a D. We received 27 out of 55 points in the category of Student Progress, which measures annual progress students make toward meeting the state's graduation requirements by earning course credits and passing Regents exams, and annual changes in student attendance.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

<p>1. Strategies/activities that encompass the needs of identified subgroups</p> <ol style="list-style-type: none"> 1. The Re-structuring Committee, in collaboration with Administration, created a revised schedule implemented in the 2013-2014 school year that provided Common Planning Time for each department/Teacher Teams in core content areas. 2. Teacher Teams will use protocols for looking at student work that includes Universal Design for Learning, Webb's Depth of Knowledge, Bloom's Taxonomy and Differentiation strategies for students. 3. Collaborate with CFN 403 Achievement Coach(es) to provide timely and needs based professional development surrounding Danielson, literacy strategies, building CCLS aligned rubrics ,using UDL strategies. 4. Cycles of Teacher Team intervisitations where every single teacher will be observed by colleagues at least once by January 2014 and three times by June 2014. Using specific and actionable feedback, teachers will apply this feedback to improve lesson/unit planning and instructional practice to increase pass rates on ELA. 5. Use of common strategies and common language in all content areas to support skills needed for success on the ELA exam. Implementation of the REAR method as a strategy used across disciplines . 6. Professional Development through Teacher Shares of best practices by the ELA department on structure of the ELA exam, skills students need to be successful on the exam and supports and interventions needed. 7. Teacher Teams will collaborate with CFN 403 Instructional Coach(es) to examine existing instructional supports and build a toolbox for the entire school. The tool box of strategies will include ways to differentiate for a variety of learners, lesson planning, and questioning and discussion techniques that align with Danielson's Framework for Teaching. 8. Provide ongoing support in literacy , writing and language arts through AIS, prep and tutoring sessions. 9. Share and discuss academic expectations and strategies to increase student success at PTA, SLT, Student Leadership and Town Hall meetings. 10. Regular cycles of teacher observations and feedback by the Administration with support from CFN 403 Talent Coach using Danielson's research based rubric to provide feedback to support improvement of practice and to ensure that Common Core Instructional Shifts are achieved as students are prepared to experience college level tasks. 11. Creation of public graduation tracker so all stakeholders in the community can monitor student progress and performance. 12. Targeted students in Cohort P are enrolled in at least one ELA course based on their credit need and exam history. 13. Teacher Teams will use software to create a school curriculum library to facilitate ongoing review of units. 14. Intake Process for newly admitted students has been modified to carefully determine students we can successfully serve as a transfer school 15. Teacher Teams will participate in Moderation Studies facilitated by the Consortium for Performance Based Assessment.
<p>2. Key personnel and other resources used to implement each strategy/activity</p> <ol style="list-style-type: none"> 3. Key Personnel to implement each strategy: Teachers of core content areas, Guidance Counselor, Principal and Assistant Principal, ReServists, CFN 403 Instructional and Talent Coache(es), Consultants from Teachers College at Columbia University, Facing History and Ourselves organization, Empowering Boys Initiative and Collaborative Learning. 4. Resources used to implement each strategy/activity: School Funding..
<p>5. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</p> <ol style="list-style-type: none"> 1. The ELA classes will be regularly observed by Administration to monitor instruction. Feedback and strategies for improvement will be provided by CFN 403 Instructional Coach(es). 2. Student data for each course will be analyzed to modify instruction and/or plan targeted instruction. 3. Weekly meetings with Teacher Teams to discuss effectiveness of implemented strategies. 4. Review of pass rates and disaggregated data for June, July and August administrations of ELA
<p>6. Timeline for implementation and completion including start and end dates</p> <ol style="list-style-type: none"> 1. September 2013 – January 2014: Programming of students, review of student data and collaborative team meetings. 2. February 2014: Administration of exam /review of exam data. 3. February 2014 – June 2014: Programming of students, review of student data and collaborative team meetings 4. June 2014: Administration of exam /review of exam data. 5. July 2014- August 2014: Summer Enrichment Program 6. August 2014: Administration of exam /review of exam data.
<p>7. Describe programmatic details and resources that will be used to support each instructional strategy/activity</p> <ul style="list-style-type: none"> • Addition of 2 full-time instructional positions in Special Education and ELA to support ELL's, SWD's and lowest performing students in literacy. • Per diem costs associated with professional development for teacher attendance at workshops, trainings, conferences by CFN 403, Consortium for Performance

- Based Assessment, NYCDOE, Empowering Boys Initiative Program, Facing History and Ourselves organization, Coalition of Essential Schools.
- CIE funds to provide professional development on curriculum development including alignment to CCLS, rigor, UDL, Differentiation and assessment design.
- Supplementary professional resources to support pedagogical growth.
- Hiring a full-time Guidance Counselor to assist with academic programing, next step options regarding college and careers.
- Retention of school Social Worker to assist with counseling socio-emotional needs, referrals for outside services and provide workshops on testing anxiety.
- Per session for supervision of students attending tutoring and test prep sessions in after school program at University Settlement provided by NYU students.
- Per session for Data Specialist to ensure compliance with NYSED testing guidelines and Consortium for Performance Based Assessment PAR Board requirements.

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).

- Provide regular parent events to assist families on how to effectively use the school's website and Datacation/PupilPath as well as other resources to monitor and track student progress and performance. Resources to support students' achievement on ELA exam will be shared at these events as well.
- Provide ongoing parent training to effectively become involved in planning and decision making in support of their young adult's success on the ELA exam.
- Share course expectations and unit overviews with parents at the start of each semester with parents and make them available on PupilPath.
- Incorporate the use of technology (Twitter, Remind 101, emails, texts) to communicate students' progress and performance towards the ELA exam.
- Success Mentors from the ReServe program will call parents to provide updates on attendance trends, discuss academic support in completion of tasks.
- Support school-level committees that include parents who are members of the School Leadership Team, The Parent Association and the Title 1 Parent Committee. This includes providing technical support and ongoing professional development, especially in developing skills to support students' academic growth.
- Maintain a bi-lingual Parent Coordinator to serve as a liaison between the school and families.
- Translate all critical school documents and provide interpretation /sign language services during meetings and events as needed.
- Regular contact with homes via Robocalls as well as by Family Group advisors to conduct parent outreach whenever students are on academic contract/probation, have declining attendance or do not attend AIS sessions.
- Provide progress reports to parents after mid-cycle and end of cycle student conferences as well as during scheduled intervention conferences to inform parents of young adult's progress and create plan of action to achieve success.
- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title 1 program as outlined in the CEP, including the implementation of the school's Title 1 Parent Involvement Policy and School Parent Compact.
- Collaborate with parents each summer to plan for the upcoming school year and revise key documents; host Town Halls and Parent Breakfast for newly admitted students and their families during the first two months of school.
- Host the required Title 1Parent Meeting on or before December 1st of each school year to advise parents of young adults participating in the Title 1 program about the school's Title 1 funded program(s), their right to be involved in the program and the parent involvement requirements under Title 1, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By April 2014, there will be a 5% increase in collective teacher performance in Components 1e: Designing Coherent Instruction and 3b: Using Questioning and Discussion Techniques as measured by The Danielson Framework for Teaching.

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.

- On June 19th, 2013 Superintendent Lodico conducted a walk-through of our school community and observed classes through the lens of the Quality Review rubric. Feedback provided from class visits stated: "...It is expected that you will continue focusing on literacy, writing and language arts skills instruction across all disciplines...you must concentrate on the quality of rigor of instruction in all classrooms by: Ensuring that instruction meets the needs of the diverse learners at Forsyth and promotes high levels of thinking, rigor and student engagement; Incorporating the evaluation of student work products as part of the observation and teacher development plan; Developing a system of clear goal setting for teachers that are clearly aligned to student outcomes and career readiness".
- The need to address the Citywide Instructional Expectations and development of CCLS aligned tasks.
- 2012-2013 Quality Review stated that our school needs to improve in the following areas: 'Ensure that curriculum reflects the expectations of CCLS so that all students experience a challenging curriculum to prepare them for college and future careers (indicator 1.1); Develop pedagogy that meets the needs of a diversity of learners and furthers high levels of thinking and participation to improve academic outcomes (indicator 1.2); Improve teachers' ability to analyze assessment data to illuminate achievement trends so that regular targeted adjustments are made to support all students' mastery of content and performance standards (indicator 2.2)".
- 2012-2013 Learning Environment survey showed that our school received a score of 8.0 out of 10 in the category on Academic Expectations as compared to the Citywide average of 8.5 for transfer high schools.
- Teacher Reflections from Transfer School and Consortium for Performance Based Assessment Conferences indicated intervisitations as an option to develop their professional learning in the Danielson Competencies of lesson planning and questioning to deepen student understanding and achievement.
- 2012-2013 Quality Review feedback based on Indicator 1.2 stated that "Although in every class all students focused on lessons and assigned tasks and demonstrated continuous interest by responding to directives and asking questions, the level of discourse was uneven. Teachers' descriptions, analyses, and summarizations tend to dominate lesson time, limiting opportunities for all students' engagement in substantive and in-depth exploration necessary for meeting demanding performance standards.
- 2012-2013 Quality Review Teacher Team feedback based on Indicator 1.1 stated "During one Team meeting, teachers analyzed one student's work and offered strategies to improve the work product but did not analyze if the task directions were sufficiently explicit. Thus it was not determined if it was execution of the skill or the students' confusion about the expectations of the task that contributed to the student not meeting the expected outcome. Therefore, opportunities are missed to adjust instruction so that all students, including academically advanced learners, engage in challenging academic tasks".

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. The Re-structuring Committee, in collaboration with Administration, created a revised schedule implemented in the 2013-2014 school year that provided Common Planning Time for each department/Teacher Teams in core content areas.
2. Teacher Teams will use protocols for looking at student work that includes Universal Design for Learning, Webb's Depth of Knowledge, Bloom's Taxonomy and Differentiation strategies for students.
3. Cycles of Teacher Team intervisitations where every single teacher will be observed by colleagues at least once by January 2014 and three times by June 2014. Using specific and actionable feedback, teachers will apply this feedback to improve lesson/unit planning and questioning and discussion techniques to increase pass rate data.
4. Professional Development through Teacher Shares of Best Practices by each department on effective strategies for lesson planning and questioning and discussion techniques.
5. Regular cycles of teacher observations and feedback by Administration with support from CFN 403 Achievement Facilitator, DOE's Talent Coach using Danielson's research based rubric to provide feedback to support improvement of practice and to ensure that Common Core Instructional Shifts are achieved as students are prepared to experience college level tasks.
6. Teacher Teams will use software to create a school curriculum library to facilitate ongoing review of units that focus on Competencies 1e. and 3b.
7. Teacher Teams will use templates collaboratively designed by teachers and administration that provide protocols and structures to normalize the work across classroom visits/Intervisitations.
8. Use of Aris Learn resources for teachers

2. Key personnel and other resources used to implement each strategy/activity

1. Key personnel used to implement each strategy: Pedagogical staff, Principal, Assistant Principal, CFN Instructional Coach, DOE Talent Coach, Consultants (Collaborative Learning, Teachers College at Columbia University, Facing History and Ourselves, Consortium for Performance Based Assessment, Eskolta)

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Teacher Team SMART goals with evaluation conferences by Principal based on Scholarship Report data at the end of each cycle/Marking period (November,

February, April and June).

- Teacher Team minutes that capture revised lesson plans that address Components 1e and 3b.
- Ongoing review of curriculum maps and lesson plans with feedback for improvement conducted by the Principal and Assistant Principal to ensure curricula are aligned to standards in all content areas as well as addresses Danielson's Framework Domains 2 and 3.
- Monthly targeted professional development plan with focus on use of technology to improve student performance, curriculum development, lesson planning, cultural relevant pedagogy.
- Re-structuring retreat in April with representation by pedagogues in each content area to discuss the effectiveness, or lack thereof, of structures implemented to support teacher growth and development in the Danielson's Framework for Teaching.
- Administration meets monthly as a collaborative team to discuss and reflect on strategies and activities implemented from use of ARIS Learn Resources.
- Data from intervisitations will be used to identify school wide trends during monthly meetings.

4. Timeline for implementation and completion including start and end dates

1. September – October 2013: PD to introduce consultants, support and norm practice across departments.
2. October 2013: Implementation of Team meetings (MWF); October – March – SMART Board training in Teams with Consultant from Collaborative Learning.
3. October – November 2013: Instructional Leads training on Intervisitations; December 2013 – May 2014: Intervisitations within our school, Network schools and Consortium schools.
4. April 2014: Retreat to review structures implemented to support teacher development and growth in Danielson's Framework for Teaching.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Per diem costs associated with professional development for teacher attendance at workshops, trainings, conferences by CFN 403, Consortium for Performance Based Assessment, NYCDOE, Empowering Boys Initiative Program, Facing History and Ourselves organization, Coalition of Essential Schools.
- CIE funds to provide professional development on curriculum development including alignment to CCLS, rigor, UDL, Differentiation and assessment design.
- Supplementary professional resources to support pedagogical growth.
- Curriculum Mapper Software: Teachers will have a central location to provide daily lessons and unit curriculum maps. Instructional leaders will have the ability to monitor for quality instruction.
- Funds to support services provided by consultants from Collaborative Learning, Teachers College at Columbia University and Facing History and Ourselves organization.
- Per diem/prep coverage for professional development from CFN 403 intervisitations to other schools in the Consortium for Performance Based Assessment.
- Professional instructional materials to support curriculum development and assessment during the school day.
- Professional guides and resources to develop strategies and protocols for looking at student work for CCLS and CIE alignment.

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).

- Share course expectations and unit overviews with parents at the start of each semester with parents and make them available on PupilPath.
- Incorporate the use of technology (Twitter, Remind 101, emails, texts) to communicate students' progress and performance towards meeting CIE..
- Success Mentors from the ReServe program will call parents to provide updates on attendance trends, discuss academic support in completion of tasks.
- Support school-level committees that include parents who are members of the School Leadership Team, The Parent Association and the Title 1 Parent Committee. This includes providing technical support and ongoing professional development, especially in developing skills to support students' academic growth.
- Maintain a bi-lingual Parent Coordinator to serve as a liaison between the school and families.
- Translate all critical school documents and provide interpretation /sign language services during meetings and events as needed.
- Regular contact with homes via Robocalls as well as by Family Group advisors to conduct parent outreach whenever students are on academic contract/probation, have declining attendance or do not attend AIS sessions.
- Provide progress reports to parents after mid-cycle and end of cycle student conferences as well as during scheduled intervention conferences to inform parents of young adult's progress and create plan of action to achieve success.
- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title 1 program as outlined in the CEP, including the implementation of the school's Title 1 Parent Involvement Policy and School Parent Compact.
- Collaborate with parents each summer to plan for the upcoming school year and revise key documents; host Town Halls and Parent Breakfast for newly admitted students and their families during the first two months of school.
- Host the required Title 1Parent Meeting on or before December 1st of each school year to advise parents of young adults participating in the Title 1 program about

the school's Title 1 funded program(s), their right to be involved in the program and the parent involvement requirements under Title 1, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1.

2. Key personnel and other resources used to implement each strategy/activity

1.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

4.

5. Timeline for implementation and completion including start and end dates

1.

6. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	Focus on command of evidence from text: paired passages; Use of evidence from sources to inform and make an argument through close reading; Building Academic Vocabulary; Development of reading, writing, speaking and listening skills. The seven Learning to Learn literacy skills are incorporated in lessons.	AIS Small Group tutoring	After School
Mathematics	Developing a deep understanding of mathematical concepts through fluency and application. Math teachers engage students in inquiry based projects in preparation for completion of Math PBA.	AIS Small Group tutoring	After School
Science	Science teachers facilitate in class labs and use technology to provide students with opportunities to conduct experiments and research. Students use Learning to Learn Literacy skills and observation. Science teachers focus on how to engage students in developing reading, writing, speaking and listening skills.	AIS Small Group tutoring	After School
Social Studies	Using text based evidence from sources to inform or make an argument and develop skills in research. Teachers incorporate the seven Learning to Learn Literacy skills in lessons.	AIS Small Group tutoring	After School
At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	The Social Worker and Guidance Counselor provide services aligned to student needs. Some topics include planning for and transition after high school, stress management, improving study habits, building positive relationships, safer sex practices, time management, conflict resolution etc.	Individual and small group counseling, Family Group/Advisory workshops	During the School Day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> ➤ All new hires are screened by a teacher led hiring committee which includes a demo lesson. Students, parents and teachers process these demonstrations to inform hiring decisions. ➤ As a member of the Consortium for Performance Based Assessment, we use this professional network to recruit teachers that are proficient in project based learning. ➤ A strong relationship with Math for America helps us to identify highly qualified candidates in Math and Science. ➤ We utilize school videos, the school's website, banners and school pamphlets to inform potential candidates at hiring fairs. ➤ New teachers are supported with monthly meetings with the Principal and an open door policy to address issues. ➤ Regular pot luck breakfasts and luncheons as well as relaxed gatherings to provide an opportunity for staff to bond and develop positive relationships. ➤ A detailed staff handbook orients new staff to the community norms and expectations. ➤ The implementation of an anonymous feedback tool/box called "Issues Tissues" for staff to share concerns, thoughts or wonderings. ➤ Monthly informal conversations with the UFT Chapter Chair to informally address concerns raised in the community.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> ➤ Training in the use of Datacaton/skedula so that staff may share resources with students online. ➤ Professional Development in the use of Curriculum Mapper software ➤ Training in the use of Googledocs to collaborate professionally as well as to share documents with students for revision/editing. ➤ Teq training to provide technology related resources to improve instructional practice. ➤ Mentor support for Principal through the Leadership Academy. ➤ Professional Collaborative for Assistant Principal through Math for America. ➤ MOSL/MOTP training through the Office of Teacher Effectiveness /Development and CFN 403 ➤ Instructional Support provided by CFN 403 Achievement Coach(es)

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> ➤ As a Title 1 School-Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as FSF, Title 1 funds and human resources to implement this action plan and achieve this goal from September 2013-June 2014 as follows: ➤ TL FSF to fund full/part time pedagogues. ➤ Title 1 allocations to partially fund administrative and teacher positions. The Administration Team will develop and facilitate professional development, the teacher positions will serve as instructional leads in their departments and the social worker will provide social-emotional support as related to the CEP goals. ➤ Title 1 Translation Allocations to fund general office supplies to create documents for parental outreach. ➤ Title 1 Parental Involvement / AIDP funds/TL Parent Coordinator funds are combined to fund a bilingual Parent Coordinator that organizes parent celebrations of student achievement.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

As a member of the Consortium for Performance Based Assessment, we use PBATS as assessments of student achievement. Teachers design appropriate interim and summative assessments based on their content which is vetted by Administration for rigor and CCLS alignment. In Teacher Teams, the “task” is also reviewed and feedback is provided for revision or clarity as needed, before distribution to students. After administration has reviewed/provided feedback on the task, Teacher Teams review samples of student work for potential modification to the task so students will have clarity on what they are expected to know and do to be successful on the project/assignment.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP) (Required 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.

FORSTYH SATELLITE ACADEMY

Parent Involvement Policy (PIP), 2013-2014

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

FORSYTH SATELLITE ACADEMY
SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

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

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Ingrid Roberts-Haynes	Assistant Principal Francheska Howard
Coach type here	Coach type here
ESL Teacher Mary Ackermann	Guidance Counselor Randi Braderman
Teacher/Subject Area Iesha Brown	Parent Gail Serrano
Teacher/Subject Area type here	Parent Coordinator Jeanette Jackson
Related Service Provider Aimee Lichtenfeld	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	214	Total number of ELLs	10	ELLs as share of total student population (%)	4.67%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	3
SIFE	2	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	8

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 SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	1	0	0	2	0	1	7	1	2	10
Total	1	0	0	2	0	1	7	1	2	10

Number of ELLs who have an alternate placement paraprofessional: 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										1	2	5	1	9
Haitian													1	1
SELECT ONE														0
TOTAL	0	1	2	5	2	10								

*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5		5	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math <u>PBAT</u>	8		2	
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Other <u>SciencePBAT</u>	8		2	
Other <u>SS PBAT</u>	8		2	
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Forsyth Satellite Academy is a transfer school that is a member of the Performance Standards Consortium. As such, we are a literacy intensive school and we evaluate our ELL applicants in the same manner as our non-ELL students. Applicants submit a writing sample and complete a reading comprehension exercise. For ELL applicants, this diagnostic is assessed by the ESL teachers. In addition to the diagnostic exam, we review their ELA scores and credit accumulation in English courses. From this data, we determine how to program accepted ELL students. This includes programming for additional supports such as multiple ELA courses or writing labs. In the past year, we have had ELLs rated intermediate on the NYSESLAT but cannot pass the ELA Regents. Going forward, we require all ELL students to attend AIS support services to supplement their ESL instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
All of our students are proficient or advanced in listening and speaking and are rated intermediate or advanced for reading/writing. There is also a pattern that students either decreased or remained the same in skill level in all areas from the previous school year.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
From the observed patterns, we will develop programs that will work to improve the reading and writing levels of ELL students.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?4a. None of our ELL students completed Regents Exams in their native language. We only offer the Regents Exam in ELA, which cannot be administered in their native language.
4b. We use the results to develop UDL strategies to assist the students with improving their literacy skills with the belief they will be able to work towards graduation.
4c. From the periodic/interim assessments, we are identifying the skills that students will need to develop /improve to successfully complete the PBATs and pass the ELA Regents Exam.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers are required to utilize Universal Design for Learning strategies in their instruction to support students' second language development.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ELL program is based on students' ability to accumulate credits, pass required State assessments and eventually earn a high school diploma.

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Forsyth Satellite Academy is a transfer high school that services under-credited/ over-aged students 16 to 21 years old. Thus, our students that have attended at least one other NYC high school. The initial determination of ELL status occurs before a student is enrolled at our school. When a student applies to join our community, the certified ESL teacher reviews their current ELL assessment data to ensure we offer the mandated program. We do not conduct initial assessments for Bilingual services, ie the Lab-R. As a component of the registration process, we ask all families to complete the Home Language Identification Survey at registration.
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.
Our current staffing and student enrollment only affords us the opportunity to service ELL students that require a free standing program. When students apply to our school, we conduct orientation workshops to describe these services to the parents of these students. Similarly, we inform parents that we only offer a free standing program at our school. Because we only have a certified ESL teacher, we do not have any Bilingual content teachers. Thus, parents and students have the option to decide whether or not Forsyth Satellite Academy will be able to meet their ESL/ELL needs. Additional parental outreach is conducted to inform them of other program choices if a student is not progressing in our free standing program. Moreover, we work with school placement to find an alternative learning community since we do not offer TBE/DL programs.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
At the start of the school year, the ESL teacher receives a roster of students requiring services. This roster is taken from the ATS RLER report. Within 10 days of enrollment, the program letter is mailed home with a copy that sent home with the student. The returned letters are stored in the student's intervention folder. The Parent Coordinator reaches out to families of students that do not return the letters.
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.
When ELL students apply to our school, we inform parents that we only offer a free standing program. Therefore, all students that enroll in Forsyth Satellite Academy are programmed for the freestanding program. If translation services are required for the discussion, we use our in-house translators for Spanish, French, and Creole. We contact the NYCDOE T&I unit for assistance with other languages.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
For all students that are classified as ELL, they are given the NYSESLAT each spring. Rarely are students in the community longer than 3 years, therefore, we always extend the services until they graduate. This information is documented in the ATS RLER report to determine NYSESLAT eligibility. For each student who is eligible, the ATS RNMR report is run to review the student's exam history. The certified ESL teacher, who is also our Testing Coordinator, schedules the speaking component of the NYSESLAT two weeks before the reading, listening, and writing components of the exam. The students complete the aforementioned assessments in one session with time and half. Paste response to question here:
6. 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.) 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. 
Unfortunately, our current staffing limitations cannot accommodate parent requests. We can only service students that require a freestanding program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

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

Because our current ELL students perform at least at the intermediate level, they can receive English only instruction. Therefore, our ELL students are programmed for at least 180 minutes of English only literacy instruction with an additional 180 minutes of ESL support.
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 foster language development and meet the demands of the Common Core Learning Standards.

The content areas are delivered in English only using the push-in/pull out method and self contained classes. Support in their native languages is provided by the translation of instructional materials, dictionaries and modified tasks. The ELL students are expected to master the same CCLS skill objectives of a course as their non-ELL peers. The approach to mastery is modified for the ELL students using UDL, scaffolding and literacy building strategies.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We do not evaluate ELLs in their native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELL students are evaluated in all four modalities through the interim assessments that must be completed before they can qualify

to present their PBATS. These interim assessments are similar to periodic assessments as they gauge a student's progress towards successfully completing the final assessment.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We currently have one SIFE student. We ensure all teachers are aware of the special literacy needs of this student. Additionally, we use the intake diagnostic data to create a specialized graduation plan that provides additional support in areas of weakness. As a free standing ESL program, we can provide the mandated minutes of ESL instruction for intermediate and advanced students via course scheduling and push in/pull out models. Once they have received a proficient rating on the NYSESLAT, we continue to provide the mandated time of ESL instruction though the two year transitional period. This entire sequence requires a minimum of three years, therefore, our instructional program is the same for all ELL groups. It is estimated

that

a student, ELL or non-ELL remains in our community for less than three years. The differentiation of instruction occurs in their courses and sessions with the ESL teacher.

content

7. 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?

Teachers work with the instructional leads from the network to implement literacy strategies that would be useful for students based on an analysis of their student work. In addition to these strategies, teachers are required to implement the Learning to Learn skills to develop students' literacy skills.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We uses googledocs to maintain goal sheets for all IEP students. All staff members have access to these documents and can post their concerns and/or recommendations for these students. The IEP writer uses these recommendations to create meaningful goals for the students which could include changing their IEP program.

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:			

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.
All of our intervention services are offered in English only. In addition to AIS tutoring services, we recognize that project based learning works very well for out ELL-SWDs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our ELL program is measured as a subgroup of our overall instructional program. Currently, there is a need to improve the graduation rate of our school. This is also evident in our ELL program.
11. What new programs or improvements will be considered for the upcoming school year?
We are looking at the sequence of courses and assessments. We are also piloting a program that will allow students the opportunity to work towards completing a PBATAfterschool.
12. What programs/services for ELLs will be discontinued and why?
N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
The ELLs in our community are programmed in the same manner as non-ELL students. ELL students are able to participate in all classes and programs offered at the school.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
As a project based learning program, we use many sources of instructional technology to aid our students. This includes, but is not limited to: Geometer's Sketchpad, Googledocs, laptops, vernier sensors, Adobe Creative Suite, and video/audio aids.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is provided through the use of supplemental resources such as translated documents and dictionaries.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
We do not track students based on grades but rather student progress towards graduation. Our ELL support services are designed to provide students with the reading and writing skills to successfully present a PBAT.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
As a transfer school, we do not have access to students records before the start of the school year. We conduct intake only in September.
18. What language electives are offered to ELLs?
American Sign Language
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Our certified ESL teacher receives over 50 hours of professional development over the course of the school year. This is obtained via PD offered by the network, NYCDOE, consultants and webcasts/webinars. The minimum 7.5 hours of mandated ELL training for all staff is provided during the weekly collaborative team meetings. The workshops provide strategies, methodologies and new research in teaching ELLs.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

As a transfer school, parental involvement has been an ongoing challenge for us. While we do have a functioning PTA and SLT, we have less than 10 parents that are actively involved on a regular basis. Unfortunately, none are parents of ELL students. We offer parents the opportunity to volunteer in the office with administrative tasks, adopt a Family Group and assist on school field trips. Currently, we partner with University Settlement to offer additional learning opportunities for our students and their families. Additionally, each semester, our Parent Coordinator holds workshops on topics such as stress management, substance abuse, post secondary success and Pupilpath. Additionally, parents are always invited to school events such as Town Hall meetings, awards ceremonies and holiday celebrations. The results of the Home Language Survey are entered into ATS to record the language needs of the parents. As per Chancellor's Regulations, we offer translation and interpretation services for the languages that are represented by more than 10% of our population. Fortunately, our Parent Coordinator is bilingual and can provide these services at school events.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: Forsyth Satellite Academy

School DBN: 01M458

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ingrid Roberts-Haynes	Principal		11/12/13
Francheska Howard	Assistant Principal		11/12/13
Jeanette Jackson	Parent Coordinator		11/12/13
Mary Ackermann	ESL Teacher		11/12/13
Gail Serrano	Parent		11/12/13
Iesha Brown/Mathematics	Teacher/Subject Area		11/12/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Randi Braderman	Guidance Counselor		11/12/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 01M458 School Name: Forsyth Satellite Academy

Cluster: 4 Network: 403

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

Part A: Needs Assessment Findings

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

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

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

The results of the Home Language Survey are:

Bengali 1 (0.42%)

Cantonese 2 (.93%)

English 146 (68%)

Haitian Creole 1 (0.42%)

Spanish 77 (36%)

Fulani 1 (0.42%)

French 1 (0.42%)

Unknown 0

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

Part B: Strategies and Activities

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

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

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

Bengali: Oral NYCDOE Translation and Interpretation Unit
Cantonese: Oral NYCDOE Translation and Interpretation Unit
English NA
Haitian Creole: Oral In - House Staff
Spanish: Oral In - House Staff
French: Oral In-House Staff
Fulani: Oral NYCDOE Translation and Interpretation Unit

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

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