



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ARTURO A. SCHOMBURG SATELLITE ACADEMY BRONX
DBN (i.e. 01M001): 12X446
Principal: MARSHA VERNON
Principal Email: MVERNON@SCHOOLS.NYC.GOV
Superintendent: ELAINE LINDSEY
Network Leader: LISA PILASKI

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
Marsha Vernon	*Principal or Designee	
Dirk Peters	*UFT Chapter Leader or Designee	
Katrina Solomon	*PA/PTA President or Designated Co-President	
Princess Campbell	DC 37 Representative, if applicable	
Jazlyn Geraldo	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Gabriel DelRio	Member/ Student	
Anne Archer	Member/ Teacher	
Iris Clarke	Member/ Teacher	
Marjean Cassells	Member/ Parent	
Jennie Perez	Member/ Parent	
Linda Anderson	Member/ Parent	
	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
School Leadership Team Signature Page
Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
▪ Annual Goal
▪ 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)
Academic Intervention Services (AIS)
Title I Plan (Only for schools receiving Title I funding)
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.

Arturo A. Schomburg Satellite Bronx will improve student's skills in reading comprehension and argumentative writing school-wide by having all subjects have all units of study that are aligned to Common Core Standards in particular Reading Informational Text 1 & 10; in addition to writing standard 1.

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.

After review of school data with regards to the ELA Regents it was noted that the pass rate has decreased over the last 3 years from 70% to 55% to currently 44%. This can be due to many factors such as the passing standards changing from a 55 to 65 depending on the student's cohort and the changes in exam format. With these factors in mind upon a deeper review of what our students struggled with we were able to infer that they had some challenges in reading comprehension in the multiple choice areas of the test and in the argumentative writing areas of the short answer essays. So there was a strong need for our English department and all other subject areas to begin focus on improving our student's literary skills and aligning all courses to CCLS (which has a strong focus in this area).

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. English department will collaborate to create an intensive ELA prep program that uses acuity reports, two practice ELA assessments, Literary Analysis assessments, and past ELA exams to analyze/assess/ the skills/needs of students in the 2008 & 2009 ELA cohorts.
2. In addition to this strategy for the ELA, the English and all other departments will begin to use instructional tools that focus on making a claim, counter claim, and supporting evidence through the schools triangulation model of aligning the CCLS to our CSRM (Citizen Scholar Research Methodology) and the Consortium state standards.
3. Thus spreading the focus of the literacy skills students need to be successful in College and Career across all subjects. There will also be a 3 tiered AIS program so that all students will be able to receive an individualized plan for receiving support in completing their designated assessments.

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

1. English Teachers and administration.
2. This year both the Principal and AP have become members of Department meetings, Weekly Inquiry sessions, and also facilitate monthly Curriculum development sessions and Calendar change half day PDs, and bi-weekly staff meetings to provide support on CCLS alignment, Course Planning, Assessment Evaluation, and all other areas that pedagogical staff will need support in. The administration has also reviewed and given feedback on all course outlines, teachers lesson plans, and have conducted academic audits to track teaching staff progress on alignment to this school goal.
3. We also have on staff a UFT Professional Developer who facilitates the weekly Inquiry sessions, full day PD, and mentors untenured or staff needing extra support to achieve this goal. The UFT PD also works with two staff members whose Circular 6 position is to work with the UFT PD and facilitate monthly teacher lead Curriculum Development sessions with a focus on CCLS alignment. We also have an Aussie Consultant and a Network Achievement Coach who meets with the administration, designated departments, and individual teachers to provide additional support to help staff to achieve this goal. Each academic department also is expected to use their bi-weekly department meeting time to discuss and check in on the strategies they have implemented to increase students skills in argumentative writing and /or reading comprehension skills. In addition all teaching staff meets twice a month to discuss groups of students that are struggling academically and next steps.

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

1. Start with students itemized analysis of past results on ELA exam or pre/post writing assessments to see where students stand. In ELA prep classes students will receive assessments aligned to ELA Regents or SAT to track growth or challenges at least 2 times in a 5 week period. This will be measured through an analysis of curriculum outlines and units, diagnostic assessments/testing, a 5% increase of students who receive a 65% or above on the ELA Regents by June 2013 and a 3% increase in students receiving pass or higher on Performance Based Assessments Tasks (PBATs) in Math, History, and Science from the previous year
2. In PBAT prep classes students will be expected to complete projects that lead up to the final assessment in order to be prepared.
3. Students who struggled through the class will be mandated for AIS after school during tutoring time where further assessments will be given in the last 6 weeks of each semester.

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

1. At the beginning of each cycle September, October, November, January, March, April, and May pre test will be given.
2. From September 2013 to June 2014.
3. At the ends of each cycle students will be given a post assessment to track growth, gauge how prepared they are for the final assessment, and what additional supports they need.

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

1. We have a Guidance Counselor who worked over the summer to begin program students for what they needed in collaboration with the administration and teaching staff to ensure that classes and content aligned with that goal.
2. We are a part of the NYS Consortium which allows for us to have a waiver from most of the NYS Regents examination by having our student complete Performance Based Assessment Task that are aligned to Consortium and state standards.
3. Our Block scheduling allows for opportunities for students to attend tutoring session four times a week and any other additional periods our teachers make available.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

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
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List any additional fund sources your school is using to support the instructional goal below.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), and Title I Funds to implement this action plan from Sept. 2013 – June 2014 as indicated below:

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

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.

Arturo A. Schomburg Satellite Academy will increase the percentage of graduating students by 5% as measured by the 2012 – 2013 Progress Report.

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.

According to our Progress Report for this year our graduation rate has decreased from 39.5 to 33.2 within the past two years.

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. We have decided to begin College or Career preparation for students in their first semester in our program instead of when they are close to graduating as in our past structure. This is done through our Seminar Curriculum that all incoming and current students (with few exceptions) are required to participate in. This curriculum is aligned to CCLS and focuses on the academic skills needed to maneuver the different systems they might experience in their adult lives after high school.
2. We now have a full time Guidance Counselor who is slated to meet with groups of students once every 6 weeks or during individual appointments to review what they already have for their graduation requirements and what they still need.
3. We have also developed a system where students can complete their graduation requirements before the January and June deadline and following up with the Guidance Counselor to apply for College or receive help in a career.
4. The school has also increased the amount of College trips and career fairs than what was done in the past to help motivate students to understand what they are working towards.

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

1. Guidance Team; School Aide, Social Worker, Cosa, Athletic Director, and Principal to help support the Guidance Counselor Seminar Task force and Kriya Consultancy group that has created and turn keyed the Seminar curriculum to all teaching staff.
2. Guidance Counselor
3. Guidance Team; School Aide, Social Worker, Cosa, Athletic Director, teachers, and Principal.
4. Guidance Team; School Aide, Social Worker, Cosa, Athletic Director, teachers, and Principal.

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

1. By the end of the Fall and Spring Semester students will know and understand how to set SMART goals for themselves and track said goals.
2. By the end of the Fall semester all students and their parents would have received "I have, I needs" at least two times and had at least 2 opportunities to participate in a College trip or Career opportunity.
3. The amount of students passing their class and earning credits will be tracked and compared each semester.
4. The amount of students attending College trips and applying for College will be tracked as well.

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

1. From September 2013 to June 2014.
2. From September 2013 to June 2014.
3. From September 2013 to June 2014.
4. From September 2013 to June 2014.

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

1. We are a cycle system school where we are able to break down our semester into 4 cycles so students get to track their progress every 5 weeks and see how they are getting closer to attaining their goal of graduation. However 4 days a week students first class of the day is Seminar and all pertinent academic information is distributed in that class.
2. The Guidance Counselor and her team help to communicate to the students and their families their needs and progress on a regular basis.
3. The Guidance Counselor and her team help to communicate to the students and their families their needs and progress on a regular basis.
4. The administration and the Guidance Counselor are currently making strong connections to some neighborhood colleges in the area so parents and students can begin the process of understanding their options after high school.

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).

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

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

Budget and 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
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List any additional fund sources your school is using to support the instructional goal below.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), and Title I Funds to implement this action plan from Sept. 2013 – June 2014 as indicated below :

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

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.

INSTRUCTION: 100% of the teachers will use the Danielson Framework as a vehicle to discuss their curricula and lesson plans and build more consistent practices across all subject areas.

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.

“Strengthen teacher practice so that all students are engaged in high level questions and discussions and work products reflect deep understanding.” 2012-13 QR Indicator (1.2)

For our 2012 2013 QR one of the Areas For Improvement was noted as follows: A lack of consistency across classes in providing multiple entry points into challenging tasks limits the development of critical thinking skills as evidenced by uneven student work products. While the planning of questioning and group work is intentional, high levels of student participation, peer-to-peer talk and discussion that demonstrates internalized habits and higher order skills is not apparent across all classrooms. These uneven teaching practices across the school do not ensure high levels of student participation and thinking, and lead to student work that demonstrates inconsistent levels of rigor

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. AASSAB will improve instruction through the use of the Danielson Framework for evaluation and development as part of the measures of teacher practice portion of the new teacher evaluation system. We will also improve on instruction by focusing on a triangulation of standards and practices in Common Core Learning Standards (CCLS), Citizen Scholar Research Methodology (CSRM) and Consortium Standards in all subject areas.
2. We have developed a comprehensive Professional Development plan for the whole year which averages 710 minutes (11 – 12 hours) of PD a month for the teaching staff in addition to having the option of participating in specialized PD outside of the school. The focus in these PDs are understanding Danielson Framework, CCLS/CSRM/Consortium Alignment, Tools and Strategies for effective teaching practices, Effective Evaluations, Chancellors Expectations, Looking at Student Work & Data.

3. The administration has conducted all IPC meetings and developed a rotation schedule to observe and give feed back to teachers in a timely manner. The data from this system is also used to give the whole school a general summation of what teachers are doing well or struggling in which allows the administration and PD team to reflect on/modify upcoming PDs.
4. Teachers who are noted as struggling from the first round of feedback observations will receive additional support from school administration, Professional Developer, and/or Coaches.

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

1. Administration, Teachers, Professional Developer, Consultants/Coaches.
2. Administration, Teachers, Professional Developer, Consultants/Coaches.
3. Administration, Professional Developer, Consultants/Coaches.
4. Administration, Professional Developer, Consultants/Coaches

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

1. By the 2nd round of feedback evaluations teaching staff should be showing some growth in Domains 2 and 3.
2. Teacher Surveys on PD sessions, Support Logs, Feedback Observations and artifacts that shows teachers pedagogical growth and students' academic growth.
3. By the end of the Fall semester teaching staff would have completed at least 3 rounds of surveys to give feedback on the school wide PD sessions and modifications they would like to see to help improve their practice. This will repeat in the spring.
4. By the end of the Fall semester teachers who have received an overall preliminary rating of Developing – In Effective.

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

1. From September 2013 to June 2014.
2. From September 2013 to June 2014
3. By May 2014 the administration will have conducted 4 rounds of feedback observations, will have completed at least half of the formal observations of teachers and all teaching staff will have participated in 2 peer observation feedback session.
4. From September 2013 to June 2014

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

1. Two administrators to 17 teaching staff members allows for the two administrators to create an observation rotation schedule to ensure that all staff are receiving timely feedback.
2. Due to a number of SBO votes the schools schedule is created to be a block schedule that allows for teachers to have two additional preparation periods that are slated for Inquiry work or Curriculum development. There is also an opportunity to have common planning time for each department twice a month which equates to a significant amount of time for staff members to be professionally developed and receive feedback from administration, coaches, and peers.
3. Two administrators to 17 teaching staff members allows for the two administrators to create an observation rotation schedule to ensure that all staff are receiving timely feedback and have time available to have additional support meetings with teachers.
4. One of our teaching staff members is our UFT Professional Developer, in addition to having an Aussie Consultant and Network Achievement Coach we have a number of members who can provide additional support to pedagogical staff.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The school will send a quarterly news letter that gives parents and families academic or structural updates at the school.

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

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.											
As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), and Title I Funds to implement this action plan from Sept. 2013 – June 2014 as indicated below :											
<ul style="list-style-type: none">This year's budget allocation has allowed for the school to have a PD structure that allows for staff to look at Common Core alignment of curriculum and producing assessments and data to improve literacy across the board. It has also allowed for teachers to have a "Curriculum Development" period where they look at curriculum, assessments, and the data collected in their classes.Funding has been allocated so that the school can have a Professional developer who facilitates PD and works with consultants to provide support in this area. Administration has also worked with the PD to ensure that there is time in the teacher's weekly schedule for a minimum of 90 minutes of PD and a max of 270 minutes.Funding has been allocated to bring in an Aussie Coach and CBO's that offer additional support in student learning and writing across the board. This has been partially subsidized by the Helmsley Grant for the past 3 years. Funding towards the Social Worker has provided additional support in helping students with tutoring and AIS on a social emotional level.											
Funding has also been placed in teacher per session and supervisor per session to provide after school classes and classes during vacation time for students to receive additional academic support.											

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.
DATA: 100% of our staff will use school wide data to analyze, reflect and drive school wide decisions to use as a vehicle to revise curricula and track student growth.

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.
2012 - 13 Quality Review Report indicated that one of the areas in need of improvement is: Indicator 2.2 Extend common assessment practices to track skill and mastery of content so teachers make appropriate adjustments to lesson and unit planning in order to address changing student needs.
"During classes observed, teachers used formative assessment practices; however, it was unclear how the data collected is used to systematically track progress of skill and content across a house and to uniformly adjust instruction."

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
<ol style="list-style-type: none">All departments will use Aris to track student Cohorts and create sub groups of students.Departs will use Aris information with additional data from assessments, student/parent interviews, and guidance (transcript) information to track students growth and develop any necessary AIS plan.During PD sessions staff members will continue to review student data information to track trends and discuss/make modifications to their instruction for students.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none">Administration, Teachers, Professional Developer, Consultants/CoachesAdministration, Teachers, Professional Developer, Consultants/CoachesAdministration, Teachers, Professional Developer, Consultants/Coaches

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

1. At the end of the Fall semester all departments/staff members should be able to connect their data to their professional goal and students progress on final assessments.
2. Ongoing /at least every month administration will meet with individual staff members to discuss data systems they are using in their classrooms or through their roles.
3. Every month there will be a PD session that looks at data within a certain area of the school.

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

1. From September 2013 to June 2014
2. From September 2013 to June 2014
3. From September 2013 to June 2014

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

1. Time for Department meetings within our schedule to review data systems such as Aris.
2. Time for teachers to focus on their curriculum development once a week in addition to Access to Aris, Department/Class Pre/Post Assessments, and STARS Reports.
3. Time in the school schedule to have weekly Inquiry sessions, bi weekly staff meetings, bi weekly department meetings, in addition to other staff PD's to look and discuss data.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The school will send a quarterly news letter that gives parents and families academic or structural updates at the school.

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

Staff will begin to conduct questionnaires of parents to inquire about possible strategies that help their child to learn best.

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
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List any additional fund sources your school is using to support the instructional goal below.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), and Title I Funds to implement this action plan from Sept. 2013 – June 2014 as indicated below :

- This year's budget allocation has allowed for the school to have a PD structure that allows for staff to look at Common Core alignment of curriculum and producing assessments and data to improve literacy across the board. It has also allowed for teachers to have a "Curriculum Development" period where they look at curriculum, assessments, and the data collected in their classes.
- Funding has been allocated so that the school can have a Professional developer who facilitates PD and works with consultants to provide support in this area. In addition to having an Aussie Coach, Kriya Consultant, and Network Achievement Coach to support teachers.
- Funding has also been placed in teacher per session and supervisor per session to provide for committees to meet after school to collect and interpret data.

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.

N/A

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.

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

1.

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

1.

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

1.

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

1.

E. 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
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. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	ELA Prep, Interactive Writing	Small group and tutoring	For 38 minutes at the end of the school day.
Mathematics	Math PBAT Prep	Small group and tutoring	For 38 minutes at the end of the school day
Science	Science PBAT Prep	Small group and tutoring	For 38 minutes at the end of the school day
Social Studies	Social Studies PBAT Prep	Small group and tutoring	For 38 minutes at the end of the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk Groupings; LGBTQA, Young Men's, Young Women's, Bereavement, etc.	Small group and one to one	Throughout the course of a day.

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

- 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.

- The leadership model of Arturo A. Schomburg Academy is to have collaboration with teachers and the community in the decision making process when possible. The teaching staff at Schomburg is involved in the recruiting of new teachers if there are any vacant positions.
 - The administration and teacher committee recruits at various teachers colleges, fairs, and organizations for candidates who are highly qualified.
 - The candidates then go through the schools hiring process of having their resume reviewed and a phone conversation, followed by a demo-lesson and group interview conducted by the schools hiring committee.
 - Most if not all candidates are highly qualified and if they are not then the administration sets aside funding in the budget to help teachers continue in their education to become highly qualified. In addition mentors are assigned to support struggling and un-qualified teachers.
- In addition review goals 3 & 4 which discuss the professional development plan to allow for staff to grow and be Highly Qualified.

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).

See goal 3 and 4.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

In all goals the funding is discussed for each area however the school follows the DOE policies in setting aside funding for students in Temporary Housing which is followed up with a meeting with each individual student to do a needs assessment and plans to support them with the funding.

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.).

N/A

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.

The leadership model of Arturo A. Schomburg Academy is to have collaboration with teachers and the community in the decision making process when possible. The teaching staff at Schomburg is involved in the decision process for individual and school wide assessments as we have a MOSL committee and each department helps to develop their own curriculum that aligns to CCLS and Consortium standards.

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) Arturo A. Schomburg Satellite Academy Bronx

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
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 12	Borough Bronx	School Number 446
School Name ARTURO A. SCHOMBURG 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 MARSHA VERNON	Assistant Principal FLORA PADRO
Coach type here	Coach JOHN COOPER
ESL Teacher KIRSY W. DUVERGE	Guidance Counselor MERY LAWRENCE
Teacher/Subject Area	Parent KATRINA SOLOMON
Teacher/Subject Area type here	Parent Coordinator MARISA CIBELLI BARRETT
Related Service Provider ALEXANDRA SWIATOCHA	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)	241	Total number of ELLs	15	ELLs as share of total student population (%)	6.22%
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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											2	4	6	12
Pull-out												3		3
Total	0	0	0	0	0	0	0	0	0	0	2	7	6	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	2
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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
Dual Language										0
ESL	2			1			12		2	15
Total	2	0	0	1	0	0	12	0	2	15

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

*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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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											2	7	5	14
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	1
TOTAL	0	0	0	0	0	0	0	0	0	0	2	7	6	15

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)												5	4	9
Advanced (A)											2	1	1	4
Total	0	0	0	0	0	0	0	0	0	0	2	6	5	13

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	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	12		1	
Integrated Algebra	3		3	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	4		4	
Physics				
Global History and Geography	5		5	
US History and Foreign Language	2		2	
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.
As a transfer school, part of our application process entails a reading and writing exam, requiring students to display their literacy skills. This exam is graded by an ESL or English teacher and the results are shared with teachers. After this initial assessment, the BRIGANCE writing and math evaluation tool is administered to further gauge the dynamics of skills level, grade and age level.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We have noticed that our ELL student population are generally stronger speakers and listeners than readers and writers. The latest NYSESLAT scores are indicative of this trend in data where scores were lower for reading and writing and higher for speaking and listening. For the August 2013 Regents, of the (4) students that took the exam all scores ranged from 50 - 56. What is revealed from this date is that students need additional support in reading comprehension and writing skills. As a portfolio based school, our students are only required to take the English Regents and thus, do not take regents in a native language.
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](#))
The LAP committee is working closely to create ELL student schedules that allow for increased push-in and pull-out time. The ESL teacher has a modified schedule that allows her flexibility for meeting student needs. To ensure these students are receiving instruction in the modalities tested on the ELA Regents, all ELL students have been placed in an ELA Preparation Course facilitated by an ESL instructor.
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?
 - a. N/A
 - b. We are creating an AIS (Academic Intervention Services) Plan for students, to ensure that they receive additional services they need like extra tutoring time, portfolio evaluation and support and other academic assistance as needed. The ESL teacher and the administrators have a weekly standing meeting to review student progress and modify AIS plans as needed.
 - c. N/A
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?
The one-on-one interviews conducted during our intake process offers insight into a student's language use and needs. This information is gathered and noted as an early diagnosis and the results are shared with the ESL and Special Services Teacher. These support staff then work closely with the content teacher to address the students' language development and academic needs. Thus, all teachers that provide instruction for our ELLs teach in such a way as to develop students' English language and academic skills.
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?
 - a. N/A
 - b. N/A
 - c. N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
When evaluating the success of our ELL program, we look at several factors. One, the pass/fail rate of ELLs taking the English Regents offer insight into the areas of this assessment where students need more instruction and which areas are strong that can be used as a foundation block. Two, the pass/fail rates of ELLs completing a Portfolio Based Assessment Task helps us assess our program by reviewing final written products and re-evaluating a student's instructional minutes beyond the mandates. Lastly, using the NYSESLAT scores to examine the success of our ELL program is likely our greatest tool. The modality scores allow us to better

create individualized goals for each students.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)
As a transfer school, we rarely receive new students to the public school system. In the event that we did, the HLIS would be administered by an ESL teacher after the parent having been identified as speaking another language at home from our school intake application. This would occur before the tenth day of enrollment. If necessary, a testing date is scheduled with the student and the ESL teacher will administer the LAB-R after the informal interview is conducted. The Spanish LAB-R will be administered in the same manner if needed. The process is completed within 10 days. We accomodate parents and students with language support durintg the intake process by ensuring that a translator is used when needed.
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.
As a transfer school, we have an intake process which requires both parent/guardian and student to attend. One section of this 3-hour orientation includes disseminating information on the types of ESL programs available in NYC. We show a video that is available on the Department of Education's website and go into detail explaining the three choices of programs that are available. We provide translators for parents who speak a language other than English. If a parent/guardian requires further explanation on a particular program, parent is informed by the Parent Coordinator on a list of available options and contact information for their review.
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](#)].)
As a transfer school, we have an intake process which requires both parent/guardian and student to attend. One section of this 3-hour orientation includes the distribution and completion of the Parent Survey and Program Selection. Each form is collected and retained in the student's school folder where all academic records are held. Follow up for parent completion of the form is conducted by the Parent Coordinator who ensures all surveys are collected, shared with the ESL teacher and administration and stored in the student folder.
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.
Upon being identified as ELL students, the programming team ensures they are programmed in a way that allows for push-in and/or pull-out time. Parents are informed by the school that their child is in a general class with pushi-in/pull-out modifications along with entitlement letters if they did not achieve proficiency in the NYSESLAT. We also provide translation services to parents as they learn about the available ESL programs. During the Intake process, parents will be conferred in their native language to determine the student's level of formal education outside of New York City and to determine if the child is a Student with Limited or Interrupted Formal Education. Lastly, we input information for parent choice into ATS, which is the ELPC.; all this happens within (20) days.
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.
Because ELL students are placed in small groupings within general population classes, the ESL teacher is able to pull them out in small groups for testing. The ESL teacher, along with another faculty member with a teaching license, administer the Speaking section together, after coordinating schedules and availability. To identify eligible students we run ATS reports such as the RELC

and RLAT and create a testing schedule to ensure all students are assessed.

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. 
- The trend in parent selection for program choice is ESL instruction. Because of this continuous trend in parent choice we hired a permanent ESL teacher last year who is on staff full-time. Out of the (15) ESL students (13) have ESL as their program of choice. Students whose parents are asking for a dual language or a bilingual program will make requests to the website ELLProgramTransfers@schools.nyc.gov. We maintain records for students whose parents ask for bilingual programs. Should we have 15 or more students with the same home language and whose parents request a bilingual program, then we will certainly consider opening a bilingual 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])? At our campus, ELL instruction is delivered primarily via push-in (co-teaching) model and a few students receive pull-out on a need by need basis. Students requiring more support are pulled-out by the ESL teacher. ELL students are programmed in block classes, heterogenous and ungraded. The ESL teacher collaborates closely with the content teacher to discuss lesson planning and differentiated instruction and provides support with writing and reading strategies.
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)?

The Guidance Counselor and the Programming Team, along with the LAP Committee, work closely on creating student schedules that allow for maximized support from the ESL teacher, ensuring mandated minutes are provided by an ESL instructor.

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.

Content areas are delivered by a content teacher and instructional time is shared with an ESL teacher for the push-in model. Classes are taught in English with the support of videos, graphic organizers, and differentiated groupings by skill level and proficiency.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Because we are a transfer school, we often have LTE that have been instructed in English for over (6) years and would not necessarily benefit from NL instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We assess our ELLs in the four modalities of English acquisition by conducting a practice NYSESLAT exam throughout the school year. These scores allow us to compare actual NYSESLAT scores and determine any shifts in proficiency and progress. Specifically, we address speaking, writing reading listening. Students present Performance-based Assessment Tests (PBATs), which requires an oral presentation. In addition, they are assessed in their reading and writing skills. During class time, students have group work where students present and listen to group presentations and provide specific feedback.
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).

a. We do not often have SIFE students applying to our school, but if we did, we would create and AIS plan that involves assessing skill level. This plan would be carried out by the ESL teacher and other support staff such as the Social Worker and the Special Services teacher. If we had SIFE students we would differentiate instruction and provide additional supports as needed.

b. We do not often have newcomers apply to our school, but if we did, we would ensure student was receiving the mandated hours by an ESL teacher. We would work closely with parent/guardian to ensure that the student could test out before becoming an LTE.

c & d. Because we often have students who have received (6) or more years of ELL instruction, we ensure that these students are provided with their mandated minutes as well as offer additional meeting times with an ESL instructor. These students benefit from differentiated instruction and additional supports.

e. F-ELLs receive 180 minutes of instruction during their first year after testing proficiency and 90 minutes of instruction the second year after testing proficient. We support former ELLs for up to two years.

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?
We use the BRIGANCE assessment tool to evaluate skill level in writing, reading and math then the ESL teacher will use that information to outline an AIS plan that will focus on student goal setting, the use of graphic organizer, sentence starters and transitional phrases and other writing tools, etc., to help improve areas of academic struggle..
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?

Both the ESL teacher and Special Education teacher have flexible schedules in that they can push-in and pull-out students. All students who are ELL & SWD are scheduled for an ESL or SETTS class daily and are mainstreamed for the remainder of their classes.

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

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

				Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

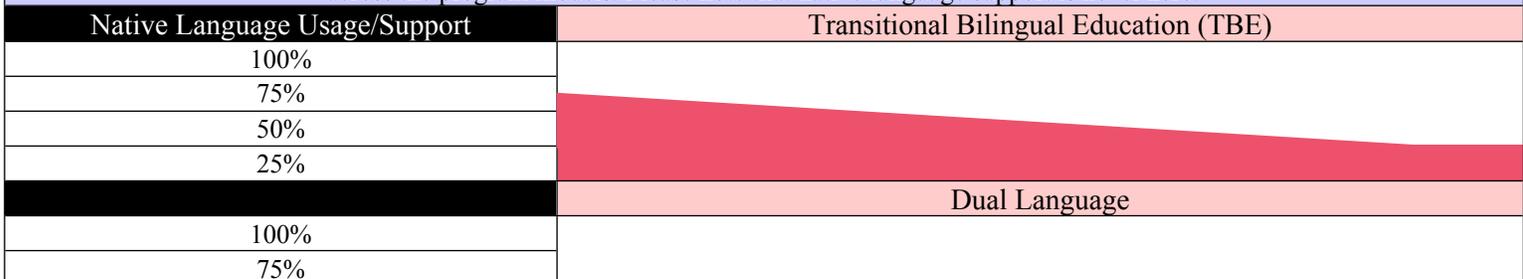
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.
- We use the BRIGANCE assessment tool, prior NYSESLAT & ELA scores to assess where students are at academically. The ESL teacher will then help to schedule students for the classes they need. Once scheduled, the ESL teacher will then outline an AIS plan for the student that can include: push-in/pull-out support, mandated tutoring time for struggling ELLs, differentiated materials and tools that students can use to improve their cognitive thinking and writing skills, progress reports on a bi-weekly basis and continue to set ongoing goals.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- It is a newly formed program and we are beginning to gather, analyze and dissect trends in data that will help us further assist ELLs in their language development. ELL students meet with the ESL teacher (1-2) times on a daily basis. Because ELLs are receiving their mandated minutes we are confident that in time all ELLs who use the services provided will be able to meet all graduation requirements and be college and/or career ready.
11. What new programs or improvements will be considered for the upcoming school year?
- We are considering using pre and post assessments such as BRIGANCE more frequently, a minimum of (3) times a semester, to focus on struggling students.
12. What programs/services for ELLs will be discontinued and why?
- We are a new program and thus, no programs will be discontinued at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We do not receive Title III funding, however, all students including ELLs have access to after school programs and tutoring.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All teachers have access to laptop computers and every classroom is equipped with either a SmartBoard or a screen projector, allowing technology to exist in the classroom. Via administrator approved course curriculums, text, materials, assignments and groupings are all age and skill level appropriate. In addition the Empire State NYSESLAT textbook and workbook series is used to create instruction for students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students are encouraged to process in their native language and with the help of the instructor, produce the final product in English.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- We work with high school level students who at this point have a good understanding of the speaking and listening aspect of the English language, however, when they struggle with reading and writing, we assist as described above.
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.
- Part of our intake process includes group activities where students learn about each other and begin to form bonds that will help in the classroom and settling in to a new school. In our community we aim not to label students and thus, all programs are geared to support students on all levels i.e., skill, proficiency and social emotional development.
18. What language electives are offered to ELLs?
- Spanish is being offered, however, if a different language were to be requested by a student or parent, we would reassess the school budget and see how we can go about hiring at least a part-time licensed Language teacher. In the past we have also had instruction in French and have used the Rosetta Stone program.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

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.
 1. Our ESL teacher attends professional development workshops held by the DOE and facilitated by the Network. Teacher then facilitates a PD in-house where the information learned is shared. Meeting dates are: 9/19/13; 10/17/13; 12/12/13; 2/13/13; 4/8/13; and 5/29/13.
 2. Teachers receive professional development to support our ELLs. These include strategies for effectively implementing the PBATs (Performance-Based Assessments), strategies for teaching strategies to support the implementation of the CCLS.
 3. ESL teacher attends department and team meetings, as well as in-house PD throughout the year at staff meeting and Chancellor PD days.
 4. Throughout the year, the ESL teacher signs up for PD in the field of ESL which amounts to more than the 7.5 hours. All teachers are afforded the same opportunities to attend workshops on ESL instruction in their content field. If teachers cannot make it out of the building, the ESL teacher with administrative support helps facilitate PD sessions on ESL for other staff members.

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?
 1. All PA (Parent Association) events have an interpreter or uses interpretive services.
 2. We often reach out to the Network for workshop opportunities.
 3. We conduct a parent survey throughout the year and are currently working on having this survey available online.
 4. During the intake parent orientation, parents are informed on what is required for their child to be a successful student.

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: _____**School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
MARSHA VERNON	Principal		1/1/01
FLORA PADRO	Assistant Principal		1/1/01
MARISA CIBELLI-BARRETT	Parent Coordinator		1/1/01
KIRSY W. DUVERGE	ESL Teacher		1/1/01
KATRINA SOLOMON	Parent		1/1/01
ALEXANDRA SWIATOCHA	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
JOHN COOPER	Coach		1/1/01
	Coach		1/1/01
MERY LAWRENCE	Guidance Counselor		1/1/01
	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: 12X446 School Name: Arturo A. Schomburg Satellite

Cluster: 1 Network: 108

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

Part A: Needs Assessment Findings

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

From the parent orientation during the intake process to the parent meetings and workshops that are held throughout the year, we strive to make our parents active participants in their child's journey in our academic program. As such, our written translation and oral interpretation needs are important and something that we always consider with regards to the distribution of information. With that said, we make sure that every student new to our community has completed the Home Language Survey (or HLIS) and has updated information in ATS. We ensure that we maintain accurate records (information in ATS, HLIS, emergency cards, etc.). Then, we run the RHLA report to determine our needs for the school year. Both the HLIS and the ATS reports provide information to determine the primary language spoken by each parent. 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 when needed.

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

Currently, our population speaks English, Spanish or French. Translation and oral interpretation needs are easily dealt with since we have staff members that speak either Spanish or French and a PTA that is bilingual as well. We also have signs posted in various languages; outside and inside of the main office to increase the awareness of the different translation services available. Information on written translation and oral interpretation needs are shared with staff at our faculty meetings. If we were to require additional translation and/or interpretation needs, we will reach out to the Translation and Interpretation Unit to meet our needs.

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.

All of the written documents required that need to be translated are available via the Department of Education website. We provide parents with written translations for parents who speak a language other than English. For example, parents who speak a language other than English, are provided with a translated Bill of Parents Rights and Responsibilities. When students and parents are interviewed at intake, an immediate assessment is determined as to what language documents is needed. Staff members who speak the language help with verbal or written translation. We also request oral and written interpretation services from the NYCDOE's Translation and Interpretation Unit. We have appropriate signage and forms in the required languages to support our parents.

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

Oral interpretation services are usually provided inhouse by our bilingual staff members. If translation for another language is needed, one of the school's administrators (Principal or Assistant Principal) will secure the services outside of the school in a timely fashion. We also request oral and written interpretation services from the NYCDOE's Translation and Interpretation Unit whenever needed.

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

All students and parents are assessed during the intake process to ascertain the language parents feel comfortable in communicating in. Documents are available and accessible in several languages via the school and through the DOE website. If a translator is not available immediately, the Assistant Principal has the responsibility to secure a translator either within the building or through the translation unit of the DOE. We use the documents on the Department of Education's website to ensure that parents receive written translation services. Sometimes, our in-house school staff provide written translations as well. Our administration reviews the notification requirements that we are responsible for implementing (A-E of Section VII of Chancellor's Regulations A-663).