

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**  
**DRAFT - PENDING SUPERINTENDENT APPROVAL**

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

## School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Ingrid Roberts-Haynes	*Principal or Designee	
Juan Rivera	*UFT Chapter Leader or Designee	
Linda Garlick	*PA/PTA President or Designated Co-President	
Felicia Thomas	DC 37 Representative, if applicable	
Shakira De Los Santos, Christy Hernandez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Michael Britto	CBO Representative, if applicable	
Raiza Sabuz	Member/ Parent	
Shakia Preston	Member/ Parent	
Shirley Salters	Member/ Parent	
Geraldine De Leon	Member/ Elected UFT, Teacher	
	Member/	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
<b>x</b>	▪ 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)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2015, 75% of scheduled students will complete Performance Based Assessments in Math, Science, Social Studies and English with a grade of Pass to Higher as measured by correlating rubrics.

### **Comprehensive Needs Assessment**

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

- An analysis of Progress Report graduation rate data for the past four years highlighted a need to make this an area of priority. In fact, 2010 -2011 graduation rate was 50.5%; 2011-2012 graduation rate was 39.6%; 2012-2013 graduation rate was 24.7%; 2013-2014 graduation rate was 23%.
- An analysis of program data revealed that some graduating seniors could not complete more than one assessment at a time, thus increasing their length of stay and a greater chance for them to “drop out”.
- From discussions with students and staff, it was shared that “Time” was a major deterrent to students’ completion of graduation requirements since the final PBAT’s are the most time consuming assessment of our school’s program.
- Feedback from student interviews highlighted that students lost motivation when they could not complete two or more assessments at a time. This resulted in incomplete projects and papers .Students then had to re-take the course to complete the PBAT’s or work with teachers during lunch and after school for the final assessments. Some students gave up and decided to pursue GED or YABC, thus a steady decrease in the graduation rate.
- Administrators’ observations of instructional practices in PBA T classes revealed that the level of project based/inquiry based work did not provide effective scaffolding, differentiation and strategies that provide access for all students. Unit and lesson planning (Danielson Components 1e, QR indicators 1.1, 1.2, 2.2) continues to be a focus for professional development.
- An analysis of 2012-2013 Scholarship Report PBAT data revealed that the percentage of completion rate for each department in the Fall 2013 was: Math 15%, Science 13%, Social Studies 37%, English 34%; In the Spring 2014 the completion rate for each department was: Math 26.79%, Science 53.85%, Social Studies 42.11% and English 74.14%.
- 2013-2014 Quality Review for indicator 1.2 stated that our school needed to “Sharpen pedagogical practices to support student to student questioning and discussion in order to deepen student thinking and engagement that accelerate learning outcomes for all students” as an area in need of improvement.
- 2013-2014 Learning Environment Survey showed that our school’s rating for the Instructional Core was 89% Satisfaction as compared to the Citywide Satisfaction for High Schools of 93%. Last year our school scored 8.0 out of 10 in the category of Academic Expectations as compared to the Citywide Average for transfer high schools, 8.5.
- Feedback from December 10<sup>th</sup>, 2014 Performance Assessment Review Board from the Consortium for Performance Based Assessment indicated that professional development is needed for project based or challenged based learning so students not only have choice of tasks, but the tasks should be authentic and relevant.

### **Instructional Strategies/Activities**

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

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

1. To support our target groups of students (SWD’s, ELL’s, chronically absent, advanced learners) to complete their PBAT’s, we created ICT PBAT classes in all content areas.
2. Through an SBO, we created a new school schedule where classes met for 10 week cycles and for Cycles 1 and 3 the only PBAT classes that are offered are English and Science; for Cycles 2 and 4, Social Studies and Math PBAT classes are offered.
3. Cycles of Teacher Team intervisitations focusing on month long Cycles of PD of the school’s priority Components of Danielson Framework where every single teacher will be observed by colleagues to see “best” or “promising “ practices for the particular component for the month long focus. Using specific and actionable feedback, teachers will apply this feedback to improve lesson/unit planning and instructional practice.
4. Teacher Teams/Instructional Leads participate in intervisitations of other high schools in the Consortium for Performance Based Assessment using protocols designed by CFN 403 Instructional Coaches to ensure task alignment to CCLS, CIE, UDL, differentiation and cultural relevant pedagogy..
5. Collaborate with CFN 403 Achievement Coach(es) to provide timely and needs based professional development surrounding Danielson, literacy strategies, building CCLS aligned rubrics ,using UDL strategies with a focus on pedagogy that is culturally relevant and student centered.
6. Teacher Teams will use protocols for looking at student work that includes Universal Design for Learning, Webb’s Depth of Knowledge, Bloom’s Taxonomy and Differentiation strategies for students.
7. Teacher Teams will use software to create a school curriculum library to facilitate ongoing review of units.

8. Regular cycles of teacher observations and feedback by the Administration with support from CFN 403 Talent Coach using Danielson's research based rubric to provide feedback to support improvement of practice and to ensure that Common Core Instructional Shifts and the instructional focus (Learning to Learn skills) are achieved as students are prepared to experience college level tasks.
9. Creation of public graduation tracker so all stakeholders in the community can monitor student progress and performance.
10. Provide Family Group advisors with access to data on FileMaker Data Pro system so they can monitor and track their advisees' progress towards graduation to have realistic and ongoing dialogue with students and parents about student performance and progress towards PBAT completion.
11. Intake Process for newly admitted students has been modified to carefully determine students we can successfully serve as a transfer school.
12. Creation of a sub-committee to "streamline" the PBAT process while ensuring alignment with the PBAT Handbook guided by the Consortium for Performance Based Assessment.
13. Achieve Now Academy (Supplemental Program obtained from a grand with OSYD) designed to support students who have difficulties committing to the timeframe to complete performance assessments.
14. PBAT panel presentations would be scheduled at the culmination of the 10 week PBAT courses (English and Science PBAT's would be scheduled in November 2014 and April 2015; Social Studies and Math would be scheduled in January and June 2015)

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

1. Key personnel used to implement each strategy: pedagogical staff, Professional Development Committee, Inquiry Team, Principal, Assistant Principal, CFN 403 Instructional Coach and Talent Coach, Consultants (Collaborative Learning, Teachers College at Columbia, Facing History and Ourselves, Apple Inc.), Success Mentors from ReServe program, OSYD, Leon M. Goldstein Data Group.
2. Resources used to implement these strategies: School Funding.

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

1. Teacher Team SMART goals at IPC and Summative conferences in September and June. Evaluation and data analysis conferences by Principal based on Scholarship Report data at the end of each cycle/marking period (November, February, April, June).
2. Ongoing review of curriculum maps with feedback for improvement conducted by the Principal and Assistant Principal to ensure curricula are aligned to standards and the school's instructional focus (Learning to Learn skills) in all content areas.
3. Weekly targeted professional development plan and monthly cycles of PD with focus on use of technology and data to improve student performance, curriculum development, lesson planning, cultural relevant pedagogy, interim and summative assessments.
4. Re-structuring retreat in April with representation by pedagogues in each content area as well as support staff to discuss effectiveness and success, or lack thereof, of programs/initiatives/structures implemented to address progress and performance needs of students.
5. Inquiry Team led by Administration conducts cycles of inquiry using protocols to focus on student PBAT work/data to improve student achievement and teacher expectations.
6. Bi-weekly PD sessions for all staff focusing on Knowledge of Students using the Assessment of Student Work tool to review student work, data and habits to improve achievement.
7. 7. Data from intervisitations will be used to identify school wide trends during weekly PD sessions.

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

1. August - October 2014: PD to introduce CIE and consultants, support and norm practice across departments.
2. September: Implementation of Team meetings during common planning time (everyday); October– May: Implementation of month long PD cycles focusing on school's instructional focus and priority components of Danielson Framework.
3. Mark Analysis/Scholarship Report conferences to analyze and discuss pass/fail data , interim and summative assessments to support PBAT's( November, February, April, June)
4. April 2015: Re-structuring retreat to review strategies/structures/programs/schedules implemented to support student progress and performance.

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

- Teachboost Software: Teachers will have a central location to provide daily lessons and unit curriculum maps. Instructional leaders will have the ability to monitor for quality instruction.
- Datacation/Skedula: Purchase of student information system software for monitoring student progress and performance, sharing of student data and outreach for students.
- Purchase of Public Graduation Tracker to monitor student progress and performance towards graduation.
- Funds to support professional development for use of FileMaker Data Pro system from LMG Data Group to monitor and track student progress towards PBAT completion.
- Funds to support services provided by consultants from Collaborative Learning, Teachers College at Columbia University, Facing History and Ourselves organization, Apple Inc.

- Hire a replacement full time Guidance Counselor (current GC is leaving January 5, 2015) to assist with academic programming and monitor/maintain Public Graduation Tracker.
- Per diem/prep coverage for professional development from CFN 403 intervisitations to other schools in the Consortium for Performance Based Assessment.
- Per session and coverage funds for attendance at workshops/trainings at the Consortium for Performance Based Assessment.
- Per session for Data Specialist to monitor and maintain FileMaker database as well as to create monthly Spotlight on Data Newsletter for school community.
- Professional instructional materials to support curriculum development and assessment during the school day.
- Professional guides and resources to develop strategies and protocols for looking at student work for CCLS and CIE alignment

***Strategies to Increase Parental Involvement***

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

- Provide regular parent events to assist families on how to effectively use the school's website and Datacation/PupilPath as well as other resources to monitor and track student progress and performance. Resources to support students' achievement of PBAT's will be shared at these events as well.
- Provide ongoing parent training to effectively become involved in planning and decision making in support of their young adult's completion of PBAT's or projects.
- Share course expectations and unit overviews with parents during Curriculum Evening in September 2014 and February 2015 as well as at the start of each Cycle with parents and make them available on PupilPath.
- Incorporate the use of technology (Twitter, Remind 101, emails, texts) to communicate students' progress and performance towards completion of PBAT's.
- Success Mentors from the ReServe program will call parents to provide updates on attendance trends, discuss academic support in completion of tasks.
- Support school-level committees that include parents who are members of the School Leadership Team, The Parent Association and the Title 1 Parent Committee. This includes providing technical support and ongoing professional development, especially in developing skills to support students' academic growth.
- Maintain a bi-lingual Parent Coordinator to serve as a liaison between the school and families.
- Translate all critical school documents and provide interpretation /sign language services during meetings and events as needed.
- Regular contact with homes via Robocalls as well as by Family Group advisors to conduct parent outreach whenever students are on academic contract/probation, have declining attendance or do not attend AIS sessions.
- Provide progress reports to parents after mid-cycle and end of cycle student conferences as well as during scheduled intervention conferences to inform parents of young adult's progress and create plan of action to achieve success.
- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title 1 program as outlined in the CEP, including the implementation of the school's Title 1 Parent Involvement Policy and School Parent Compact.
- Collaborate with parents each summer to plan for the upcoming school year and revise key documents; host Town Halls and Parent Breakfast for newly admitted students and their families during the first two months of school.
- Host the required Title 1 Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of young adults participating in the Title 1 program about the school's Title 1 funded program(s), their right to be involved in the program and the parent involvement requirements under Title 1, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act.

***Budget and Resource Alignment***

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

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

## Goal and Action Plan #2

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

### **Annual Goal #2**

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

By June 2015, parental participation on the 2014-2015 School Environment Survey will increase from 28% (Spring 2014 score) to 35% as measured by completed surveys online.

### **Comprehensive Needs Assessment**

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

- Low parent participation and communication obstacles in 2011- 2012 school year prompted us to hire a full time bi-lingual Parent Coordinator fully dedicated and committed to the task of improving parental involvement and participation in 2012-2013 and 2013-2014 (overall there were 101 parent visits to the school for intervention conferences, meetings etc in 2013-2014).
- Parental participation increased from 17% to 20% on the 2012-2013 Learning Environment Survey; on the 2013-2014 Learning Environment survey there was an increase from 20% to 28%. Improvement is still needed.
- In a comparison of parent participation at our school and the City's average, 28% of parents participated as compared to the City's average of 54%. That 28% of parents who took the survey completed it online.

### **Instructional Strategies/Activities**

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

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

2. In collaboration with the Parent Coordinator, our school community will continue to develop a strategic plan to distribute, complete and collect the Learning Environment Surveys.
3. Our school will ensure that parent/guardian addresses and emails are updated and current in ATS to reflect accurate student attendance based on register.
4. Ongoing trainings for the Family Group advisors by the Parent Coordinator on effective strategies for introducing and facilitating completion of the surveys (paper versions as well as online).
5. Incentives offered to students/Family Groups for the highest completion percentage of surveys and public acknowledgement of parent participation.
6. Parents will be informed via monthly parent newsletter, school's website and BlackBoard Connect. Robocalls will be done on the importance of completing the surveys and the process or explanation of how to understand the questions.
7. Workshops and dialogue will be conducted for parents during PTA and SLT meetings in January, February and March 2015.
8. Family Group advisors will contact parents via texts and emails using Remind 101 technology in January, February and March 2015 of the importance of completing the survey.
9. Our school will maintain the school's website and parent portal to inform parents of upcoming events, especially as it relates to the survey.
10. Our school will continue to maintain a master email list o inform parents of important events at our school.
11. Our school's Parent Portal will include the school's calendar, announcements and links to non-DOE informational websites.
12. Trainings for Family Group advisors and parents will be conducted on effective use of PupilPath to share information about student progress and performance that helps our students to be college and career ready.
13. Parent outreach data will be shared at Attendance Team meetings and Socio-Emotional Committee meetings with a focus on interventions and supports to increase participation.
14. Flyers and posters will be posted in the school community; reminders will be shared in the Daily Notes and Announcements memo by the Principal.
15. Successful strategies and feedback will be discussed with student leaders in weekly Student Leadership Group facilitated by the Principal and the Parent Coordinator.
16. 2013-2014 Learning Environment Survey data will be shared, analyzed and discussed with staff, SLT and PTA members, Student Leaders, Attendance Teacher and Success Mentors from ReServe Program. Data will also be shared at monthly Town Hall meetings with the entire school community. Student feedback and input will be strongly considered for implementation.

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

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

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

1. Parent Coordinator will publicly post weekly parent participation data in school community in weeks prior to the deadline of the survey.

2. Attendance Team and Socio-Emotional Team members will share parent outreach and communication data during bi-weekly team meetings.
3. Family Group advisors will share parental outreach and communication data at weekly school wide PD meetings and reflect on successful strategies implemented.
4. Parent participation data, intervention and supports will be shared at monthly PTA and SLT meetings and weekly meeting of Student Leaders.

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

1. September – December 2014: Updating of Parent Portal and School’s website for increased communication to parents.
2. January – March 2015: Parental Outreach to inform parents of Learning Environment Survey
3. April 2015: Discuss and reflect on strategies implemented at Retreat; devise Action Plan for 2015-2016 to increase parent participation and partnerships with families.
4. June 2015: Written staff reflections on effective and ineffective strategies in End of Year Reflection document to assess success or lack thereof with recommendations for improvement.

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

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

***Strategies to Increase Parental Involvement***

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

- Educational family events and activities will be held during Curriculum Evening(s), Parent Teacher conferences and throughout the school year.
- Our school community will encourage meaningful and active parent participation on School Leadership Team, PTA and Title One Parent committee.
- Our school community will encourage parents to participate in DOE sponsored events hosted by the Parent Academy, the Chancellor and the Superintendent.
- Our school will establish a Parent Resource area in the Student and Parent office that will house informational and instructional materials for parents to build their capacity to help their young adults to meet the expectations of CCLS performance tasks.
- The Parent Coordinator, Social Worker and Guidance Counselor will conduct parent workshops focusing on the following topics: parenting skills, college and career readiness, financial aid and FAFSA, understanding City and State accountability systems, literacy skills, accessing community and support services, stress management, job readiness, teen dating violence, bullying with a focus on cyber-bullying, technology to build capacity to assist their young adult at home.
- Support school-level committees that include parents who are members of the School Leadership Team, The Parent Association and the Title 1 Parent Committee. This includes providing technical support and ongoing professional development, especially in developing skills to support students’ academic growth.
- Maintain a bi-lingual Parent Coordinator to serve as a liaison between the school and families.
- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title 1 program as outlined in the CEP, including the implementation of the school’s Title 1 Parent Involvement Policy and School Parent Compact.
- Collaborate with parents each summer to plan for the upcoming school year and revise key documents; host Town Halls and Parent Breakfast for newly admitted students and their families during the first two months of school.
- Host the required Title 1 Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of young adults participating in the Title 1 program about the school’s Title 1 funded program(s), their right to be involved in the program and the parent involvement requirements under Title 1, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act.

***Budget and Resource Alignment***

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

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

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### Goal and Action Plan #3

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

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

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

By June 2015, 75% of the 2014-2015 NYSED School Accountability Cohort (Cohort Q, 2011 cohort) will score a grade of 65 or higher on the ELA Regents exam as evidenced in the 2015 NYCDOE School Quality Guide.

#### **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.

- In 2013- 2014 the former Superintendent of Manhattan High Schools, Anthony Lodico conducted Learning Walks of our school community and observed classes through the lens of Quality Review rubric. Feedback provided from class observations stated, “One of the focus areas that you have prioritized is to improve passing rate on the ELA Regents. Being a Performance Based Assessment Consortium school, this is the only Regents exam required for students and students scored in the bottom 10% of all their peer and city schools in 2012 -2013. With the low success rate on the ELA Regents, it is expected that you will continue focusing on literacy, writing and language arts skills instruction across all disciplines”.
- From 2010 – 2011 to 2012-2013, there was an 81% decrease in the weighted ELA pass rate as indicated in the Progress Report data. Though the ELA pass rate data increased from 34% (2012-2013 ) to 56% in January 2014 and 36% in June 2014 and there was a 42% pass rate for the Common Core Regents exam in June 2014, it is important that we continue to put emphasis on our efforts to improve the data on these exams.
- Though the 2013-2014 Quality Review report stated that our school’s practices are proficient in indicator 2.2: “Assessment practices consistently include formative assessments and ongoing checks for understanding so that instructional adjustments can be made to meet students’ diverse learning needs”, recent feedback from the Principal’s PPO visit by the current Transfer School Superintendent in November stated that we need to “continue to align benchmarks and periodic assessments to summative assessment data;. This means that we must have (1) targeted instruction (2) identify instructional outcomes (3) make predictions about how students will perform on the summative/ELA exams”.
- The ELA exam is the assessment that is used for school wide State accountability for Measures of Student Learning.
- For the 2013-2014 Learning Environment survey that focused on the Instructional Core, 86% of teachers agreed that our school “uses assessments that are relevant to my daily instruction”, however 11% of students disagreed that most of the teaching staff at our school “help me approach challenges by suggesting new strategies that I can use”; 8% of students disagreed that teaching staff “help me reflect on my strengths and learn areas that I can improve”.
- 2012-2013 Progress Report overall grade as a school was a D. We received 27 out of 55 points in the category of Student Progress, which measures annual progress students make toward meeting the state’s graduation requirements by earning course credits and passing Regents exams, and annual changes in student attendance.
- Our school’s 2014-2015 Theory of Action states “If we address all facets of the NYCDOE Instructional Core by Ensuring curricula and academic tasks are aligned to the CCLS and the Principles of the Coalition of the Essential Schools and Developing teacher pedagogy through the effective use of Advance and Authentically assessing student mastery of the Learning to Learn skills, Then our students will be adequately prepared to succeed in college or the world of work as evidenced by at least 20% of the graduating cohort meeting the standards/course requirements for passing out of remedial coursework at CUNY.”

#### **Instructional Strategies/Activities**

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

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

1. The Re-structuring Committee, in collaboration with UFT and Administration, created a revised schedule this school year that provided Common Planning Time each day for each department/Teacher Teams in core content areas.
2. Implementation of school wide literacy strategies for writing using textual evidence called I.C.E (Introduce your idea, issue or claim, Cite or quote your idea, Explain what the quotation means) across content area disciplines.
3. ELA teachers will continue to use the R.E.A.R (re-state the quote, explain the quote, agree or disagree with the quote , relate the quote to a work of literature) strategy for students who are scheduled to take the “old” ELA Regents exam.
4. Teacher Teams will use protocols for looking at student work that includes Universal Design for Learning, Webb’s Depth of Knowledge, Bloom’s Taxonomy and Differentiation strategies for students.
5. Collaborate with CFN 403 Achievement Coach(es) to provide timely and needs based professional development surrounding Danielson, literacy strategies, building CCLS aligned rubrics ,using UDL and differentiation strategies.
6. Cycles of Teacher Team intervisitations focusing on month long Cycles of PD of the school's priority Components of Danielson Framework where every single teacher will be observed by colleagues to see “best” or “promising “ practices for the particular component for the month long focus as well as effective practices for implementation of ICE and REAR strategies. Using specific and actionable feedback, teachers will apply this feedback to improve lesson/unit planning and

instructional practice to increase pass rates on both ELA exams.

7. Use of common strategies and common language in all content areas to support skills needed for success on the ELA exams.
8. Professional Development through monthly Teacher Shares around best practices by the ELA department on structure of the ELA exam, skills students need to be successful on the exam and supports and interventions needed.
9. Teacher Teams will collaborate with CFN 403 Instructional Coach(es) to examine existing instructional supports and build a toolbox for the entire school. The tool box of strategies will include ways to differentiate for a variety of learners, lesson planning, and questioning and discussion techniques that align with Danielson's Framework for Teaching.
10. Provide ongoing support in literacy, writing and language arts through AIS, prep and tutoring sessions.
11. Share and discuss academic expectations and strategies to increase student success at PTA, SLT, Student Leadership and Town Hall meetings.
12. Regular cycles of teacher observations and feedback by the Administration with support from CFN 403 Talent Coach using Danielson's research based rubric to provide feedback to support improvement of practice and to ensure that Common Core Instructional Shifts are achieved as students are prepared to experience college level tasks.
13. Creation of public graduation tracker so all stakeholders in the community can monitor student progress and performance.
14. Targeted students in Cohort Q (42) are enrolled in at least one ELA course based on their credit need and exam history.
15. Teacher Teams will use software to create a school curriculum library to facilitate ongoing review of units.
16. Intake Process for newly admitted students has been modified to carefully determine students we can successfully serve as a transfer school.
17. Teacher Teams will participate in Moderation Studies facilitated by the Consortium for Performance Based Assessment.

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

3. Key Personnel to implement each strategy: Teachers of core content areas, Guidance Counselor, Principal and Assistant Principal, ReServists, CFN 403 Instructional and Talent Coach(es), Consultants from Teachers College at Columbia University, Facing History and Ourselves organization, and Collaborative Learning.
4. Resources used to implement each strategy/activity: School Funding.

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

1. The ELA classes will be regularly observed by Administration to monitor instruction. Feedback and strategies for improvement will be provided by CFN 403 Instructional Coach(es).
2. Student data for each course will be analyzed to modify instruction and/or plan targeted instruction during Common Planning Time.
3. The ELA teachers will disaggregate and analyze assessment data, track student progress over time in those courses and make predictions about students' success on the exams for January, June and August 2015.
4. Administration will conduct weekly meetings with Teacher Teams to discuss effectiveness of implemented strategies.

## **6. Timeline for implementation and completion including start and end dates**

1. September 2014 – January 2015: Programming of students, review of student data and collaborative team meetings.
2. January – February 2015: Administration of exam /review of exam data.
3. February 2015 – June 2015: Programming of students, review of student data and collaborative team meetings
4. June 2015: Administration of exam /review of exam data.
5. July 2015- August 2015: Summer Enrichment Program.
6. August 2015: Administration of exam /review of exam data.

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

- Per diem costs associated with professional development for teacher attendance at workshops, trainings, conferences by CFN 403, Consortium for Performance Based Assessment, NYCDOE, Facing History and Ourselves organization, Coalition of Essential Schools.
- CIE and MOSL funds to provide professional development on curriculum development including alignment to CCLS, rigor, UDL, Differentiation and assessment design.
- Supplementary professional resources to support pedagogical growth.
- Hiring a full-time Guidance Counselor (replacement for the current GC who resigned on January 5, 2015) to assist with academic programming, next step options regarding college and careers.
- Retention of school Social Worker to assist with counseling socio-emotional needs, referrals for outside services and provide workshops on testing anxiety.
- Per session for supervision of students attending tutoring and test prep sessions in after school program at University Settlement provided by NYU students.
- Per session for Data Specialist to ensure compliance with NYSED testing guidelines and Consortium for Performance Based Assessment PAR Board requirements.

## **Strategies to Increase Parental Involvement**

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

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

***Budget and Resource Alignment***

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

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

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## Goal and Action Plan #4

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

### **Annual Goal #4**

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

By May 2014, there will be a 5% increase in collective teacher performance for Components 1e: Designing Coherent Instruction and 3b: Using Questioning and Discussion Techniques, 3d. Using Assessment in Instruction and 3c. Engaging Students in Learning as measured by The Danielson Framework for Teaching

### **Comprehensive Needs Assessment**

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

- In 2013-2014, feedback from Manhattan Superintendent, Anthony Lodico from class visits stated: "...It is expected that you will continue focusing on literacy, writing and language arts skills instruction across all disciplines...you must concentrate on the quality of rigor of instruction in all classrooms by: Ensuring that instruction meets the needs of the diverse learners at Forsyth and promotes high levels of thinking, rigor and student engagement; Incorporating the evaluation of student work products as part of the observation and teacher development plan; Developing a system of clear goal setting for teachers that are clearly aligned to student outcomes and career readiness".
- The need to address the Citywide Instructional Expectations, the Capacity Framework and ongoing development of CCLS aligned tasks.
- 2013-2014 Quality Review report stated that our school needs to improve by "Sharpening pedagogical practices to support student-to student questioning and discussion in order to deepen student thinking and engagement and accelerate learning outcomes for students" (Indicator 1.2). Furthermore, the report stated that "...there was an inconsistent level of student engagement, with only a few student demonstrating higher order thinking skills. Although during the classroom visits there were a few examples of these foci employed or planned, it was not consistently implemented across classrooms. As a result, there were uneven levels of student thinking, discussion, and participation, thus preventing learners from engaging in challenging work".
- Our school's 2014-2015 Theory of Action states "If we address all facets of the NYCDOE Instructional Core by Ensuring curricula and academic tasks are aligned to the CCLS and the Principles of the Coalition of the Essential Schools and Developing teacher pedagogy through the effective use of Advance and Authentically assessing student mastery of the Learning to Learn skills, Then our students will be adequately prepared to succeed in college or the world of work as evidenced by at least 20% of the graduating cohort meeting the standards/course requirements for passing out of remedial coursework at CUNY. We are committed to the following: (1) Providing meaningful Professional Development that supports teacher growth (2) Developing rigorous and CCLS aligned Performance Based Assessment Tasks (3) Delivering instruction through culturally relevant and responsive pedagogy".
- Results from the 2013-2014 Learning Environment survey that compared statements about the Danielson Framework for Teaching shows that: 14% of pedagogues disagreed with the statements: "I have a better understanding of my performance expectations, I am receiving professional development that is more tailored to my development needs, I am having more conversations about instructional practice"; 15% of pedagogues disagreed with the following statement: "The Framework for Teaching is helping to establish a common language for talking about teaching at my school", while 8% strongly disagreed with the same statement.
- Teacher Reflections from Transfer School conferences, Network 403 Instructional Leads meetings and Consortium for Performance Based Assessment Conferences indicated intervisitations as an option to develop their professional learning in the Danielson Competencies of our school's priority competencies of lesson planning, questioning to deepen student understanding and achievement, use of effective strategies to engage all learners, monitoring student learning and providing effective feedback that helps students to not only be self-reflective learners but to use that feedback to deepen their understanding of skills and content..
- Data analysis of teachers' end of year MOTP ratings from Advance showed that 6 teachers (46%) were rated Developing and 7 teachers (53%) were rated Effective. No teachers received ratings that were Ineffective or Highly Effective. For Component 1e. teachers received the following ratings: 21 effective (6 teachers), 10 Developing (5 teachers) 4 ineffective (2 teachers); For Component 3b. teachers received the following ratings: 4 highly effective (1 teacher), 21 effective (3 teachers), 60 Developing (12 teachers), 4 ineffective (3 teachers). What was inferred from the data analysis was that (1) Teachers at our school still need significant improvement in Component 3b, that is, the core of the teachers seem to need PD on designing higher order thinking questions and use more teacher-student-student-student (collaborative discussion techniques) in their lessons. This is connected to lesson planning and student engagement as well as assessing student growth and providing timely and actionable feedback to improve student achievement.

### **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.

#### ➤ **Strategies/activities that encompass the needs of identified subgroups**

1 The Re-structuring Committee, in collaboration with Administration and UFT, created and implemented a revised schedule through the use of an SBO that provided Common Planning Time for each department/Teacher Teams in core content areas that meets five days a week.

2 .Teacher Teams will use protocols for looking at student work that includes Universal Design for Learning, Webb's Depth of Knowledge, Bloom's Taxonomy and

Differentiation strategies and cultural relevant/responsive pedagogy for students.

3. Cycles of Teacher Team intervisitations focusing on month long Cycles of PD of the school's priority Components of Danielson Framework where every single teacher will be observed by colleagues to see "best" or "promising " practices for the particular component for the month long focus as well as effective practices to improve teacher and student performance. Using specific and actionable feedback, teachers will apply this feedback to improve lesson/unit planning, questioning and discussion techniques, engagement of all learners and ongoing checks for understanding as well as feedback to increase performance levels.

4. Professional Development through Teacher Shares of Best Practices by each department/Team on effective strategies for lesson planning questioning and discussion techniques, engaging all students and ongoing checks for understanding with specific and actionable feedback.

5. Regular cycles of teacher observations and feedback by Administration with support from CFN 403 Achievement Facilitator, DOE's Talent Coach, teachers from other Network 403 and Consortium schools using Danielson's research based rubric to provide feedback to support improvement of practice and to ensure that Common Core Instructional Shifts are achieved as students are prepared to experience college level tasks.

6. Teacher Teams will use software to create a school curriculum library to facilitate ongoing review of units that focus on Competencies 1e., 3b, 3c and 3d.

7. Teacher Teams will use templates collaboratively designed by teachers and administration that provide protocols and structures to normalize the work across classroom visits/Intervisitations.

8. Use of ARIS Learn resources for teachers.

➤ **Key personnel and other resources used to implement each strategy/activity**

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

➤ **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Teacher Team SMART goals at IPC and Summative conferences in September and June. Evaluation conferences with Principal to analyze data Scholarship Report at the end of each cycle/Marking period (November, February, April and June).
- Teacher Team minutes that capture revised lesson plans that address Components focused on for month long PD cycles..
- Ongoing review of curriculum maps and lesson plans with feedback for improvement conducted by the Principal and Assistant Principal to ensure curricula are aligned to standards and instructional focus in all content areas as well as addresses Danielson's Framework 8 Components of priority (CIE).
- Monthly targeted professional development plan with focus on use of technology to improve student performance, curriculum development, lesson planning, cultural relevant pedagogy.
- Re-structuring retreat in April with representation by pedagogues in each content area to discuss the effectiveness, or lack thereof, of structures implemented to support teacher growth and development in the Danielson's Framework for Teaching.
- Administration meets monthly as a collaborative team to discuss and reflect on strategies and activities implemented from use of ARIS Learn Resources.
- Data from intervisitations will be used to identify school wide trends during monthly meetings

➤ **Timeline for implementation and completion including start and end dates**

1. September – October 2014: PD to introduce consultants, support and norm practice across departments.
2. September 2014–June 2015: Team meetings (M-F) during Common Planning time
3. September - June 2015: Instructional Leads attend Intervisitations; November, 2014 – May 2015: Intervisitations within our school, Network schools and Consortium schools.
4. April 2015: Retreat to review structures and systems implemented to support teacher development and growth in Danielson's Framework for Teaching.

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

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

**Strategies to Increase Parental Involvement**

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

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

**Budget and Resource Alignment**

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

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

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## 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.

By May 2015, 100% of Teacher Teams will create Portfolios that demonstrate strategic use of common planning time for implementation of instructional strategies learned from our in-house, teacher- led intervisitations/instructional rounds. Both intervisitations/instructional rounds align to our school wide instructional focus.

### **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.

- 2013-2014 Quality Review report stated that our school needs to improve by “Deepening the level of inquiry based collaboration to strategically build teacher capacity, instructional coherence and promote student academic improvement” (Indicator4.2). Furthermore, the report stated “As a result of the additional time for inquiry, teacher inquiry meetings employ protocols for looking at student work and inquiry- based collaborations. From these meetings, teachers find best practices to adopt within a department...Although the improved practice is evident and students are making progress towards goals, there is not yet mastery of goals for these groups of students”.
- During teachers’ IPC conferences where they discussed implementation of their SMART goals, all teachers indicated that they will use CPT’s to evaluate and adjust their SMART goals and practice as they review student work products as well as data from Intervisitations.
- The need to address the Citywide Instructional Expectations, the Capacity Framework and ongoing development of CCLS aligned tasks
- Our school’s 2014-2015 Theory of Action states “If we address all facets of the NYCDOE Instructional Core by Ensuring curricula and academic tasks are aligned to the CCLS and the Principles of the Coalition of the Essential Schools and Developing teacher pedagogy through the effective use of Advance and Authentically assessing student mastery of the Learning to Learn skills, Then our students will be adequately prepared to succeed in college or the world of work as evidenced by at least 20% of the graduating cohort meeting the standards/course requirements for passing out of remedial coursework at CUNY. We are committed to the following: (1) Providing meaningful Professional Development that supports teacher growth (2) Developing rigorous and CCLS aligned Performance Based Assessment Tasks (3) Delivering instruction through culturally relevant and responsive pedagogy”.
- Teacher Reflections from Transfer School conferences, Network 403 Instructional Leads meetings and Consortium for Performance Based Assessment Conferences indicated intervisitations as an option to develop their professional learning in not only the Danielson Framework for Teaching but to also align their practice with or school’s instructional focus.
- Meeting the expectations of the Capacity Framework where we develop a culture of collaborative professional learning that enables school and individual development. This is aligned to our school’s philosophy that is built on the Coalition of Essential Schools Principles of student as worker, teacher as coach and democracy and equity where our school honors diversity and builds on the strengths of those in the community to improve practice and student achievement.
- Feedback from December 10<sup>th</sup>, 2014 Performance Assessment Review Board from the Consortium for Performance Based Assessment indicated that this is a practice that is embraced and encouraged by all schools in the Consortium to guide teachers to reflect on old practice, create goals for change and adjust their practice to improve student achievement.

### **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.

#### ➤ **Strategies/activities that encompass the needs of identified subgroups**

1. The Re-structuring Committee, in collaboration with Administration and UFT created and implemented a revised schedule through the use of an SBO that provided Common Planning Time for each department/Teacher Teams in core content areas that meets five days a week.
2. Teacher Teams will use protocols for looking at student work that includes Universal Design for Learning, Webb’s Depth of Knowledge, Bloom’s Taxonomy and Differentiation strategies and cultural relevant/responsive pedagogy for students.
3. Cycles of Teacher Team intervisitations focusing on month long Cycles of PD of the school’s priority Components of Danielson Framework where every single teacher will be observed by colleagues to see “best” or “promising “ practices for the particular component for the month long focus as well as effective practices to improve teacher and student performance. Using specific and actionable feedback, teachers will apply this feedback to improve lesson/unit planning, questioning and discussion techniques, engagement of all learners and ongoing checks for understanding and feedback to increase performance levels.
4. Professional Development through Teacher Shares of Best Practices by each department/Team on effective strategies for lesson planning questioning and discussion techniques, engaging all students and ongoing checks for understanding with specific and actionable feedback.
5. Teacher Teams will use software to create a school curriculum library to facilitate ongoing review of units that focus on the school’s instructional focus and pedagogy.
6. Teacher Teams will use templates collaboratively designed by teachers and administration that provide protocols and structures to normalize the work across classroom visits/Intervisitations.

#### ➤ **Key personnel and other resources used to implement each strategy/activity**

1. Key personnel used to implement each strategy: Pedagogical staff, Principal, Assistant Principal, CFN Instructional Coach, DOE Talent Coach, Consultants (Collaborative Learning, Teachers College at Columbia University, Facing History and Ourselves, Consortium for Performance Based Assessment, Eskolta)
➤ <b>Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ul style="list-style-type: none"> <li>➤ Teacher Team share SMART goals and provide feedback from evaluation conferences with Principal that analyzes Scholarship Report data at the end of each cycle/Marking period (November, February, April and June) and option to share observation data for feedback on strategies.</li> <li>➤ Teacher Team minutes that capture revised lesson plans that address Components focused on for month long PD cycles.</li> <li>➤ Intervisitation feedback to Network Coach and administration using teacher reflection documents.</li> <li>➤ Ongoing review of curriculum maps and lesson plans with feedback from colleagues used to adjust instruction.</li> <li>➤ Monthly targeted professional development plan with focus on use of technology to improve student performance, curriculum development, lesson planning, cultural relevant pedagogy.</li> <li>➤ Re-structuring retreat in April with representation by pedagogues in each content area to discuss the effectiveness, or lack thereof, of structures implemented to support teacher growth and development in teacher practice.</li> <li>➤ Administration meets monthly as a collaborative team to discuss and reflect on strategies and activities implemented from use of ARIS Learn Resources.</li> <li>➤ Data from intervisitations will be used to identify school wide trends during monthly meetings</li> </ul>
➤ <b>Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. September – October 2014: PD to introduce structures, support and norm practice across departments.</li> <li>2. September 2014–June 2015: Team meetings (M-F) during Common Planning time</li> <li>3. September - June 2015: Instructional Leads attend Intervisitations; November 2014 – May 2015: Intervisitations within our school, Network schools and Consortium schools.</li> <li>4. February 2015: Team shares of Portfolios in progress with feedback for improvement from colleagues.</li> <li>5. April 2015: Retreat to review structures and systems implemented to support teacher development and growth in Danielson's Framework for Teaching</li> <li>6. June 2015: End of Year retreat – Teams celebrate their work in their portfolios through Team shares using protocol for sharing.</li> </ol>
➤ <b>Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ul style="list-style-type: none"> <li>• Per diem/prep coverage for professional development from CFN 403 intervisitations to other schools in the Consortium for Performance Based Assessment.</li> <li>• Professional instructional materials to support curriculum development and assessment during the school day.</li> <li>• Professional guides and resources to develop strategies and protocols for looking at student work for CCLS and CIE alignment.</li> <li>• Supplementary professional resources to support pedagogical growth.</li> <li>• Teach Boost Software: Teachers will have a central location to provide daily lessons and unit curriculum maps.</li> <li>• Per diem costs associated with professional development for teacher attendance at workshops, trainings, conferences by CFN 403, Consortium for Performance Based Assessment, NYCDOE, Facing History and Ourselves organization, Coalition of Essential Schools, My Library NYC Program.</li> <li>• CIE and MOSL funds to provide professional development on curriculum development including alignment to CCLS, rigor, UDL, Differentiation, assessment design and cultural relevant/responsive pedagogy</li> </ul>

**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).
<ul style="list-style-type: none"> <li>➤ Share course expectations and unit overviews with parents at the start of each semester and during Curriculum Evenings and make them available on PupilPath.</li> <li>➤ Incorporate the use of technology (Twitter, Remind 101, emails, texts) to communicate students' progress and performance towards meeting CIE.</li> <li>➤ Success Mentors from the ReServe program will call parents to provide updates on attendance trends, discuss academic support in completion of tasks.</li> <li>➤ Support school-level committees that include parents who are members of the School Leadership Team, The Parent Association and the Title 1 Parent Committee. This includes providing technical support and ongoing professional development, especially in developing skills to support students' academic growth.</li> <li>➤ Maintain a bi-lingual Parent Coordinator to serve as a liaison between the school and families.</li> <li>➤ Translate all critical school documents and provide interpretation /sign language services during meetings and events as needed.</li> <li>➤ Regular contact with homes via Robocalls as well as by Family Group advisors to conduct parent outreach whenever students are on academic contract/probation, have declining attendance or do not attend AIS sessions.</li> <li>➤ Provide progress reports to parents after mid-cycle and end of cycle student conferences as well as during scheduled intervention conferences to inform parents of young adult's progress and create plan of action to achieve success.</li> <li>➤ Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title 1 program as outlined in the CEP, including the implementation of the school's Title 1 Parent Involvement Policy and School Parent Compact.</li> <li>➤ Collaborate with parents each summer to plan for the upcoming school year and revise key documents; host Town Halls and Parent Breakfast for newly admitted students and their families during the first two months of school.</li> </ul>

***Budget and Resource Alignment***

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

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

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### 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***

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

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

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

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS 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.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>➤ Training in the use of Datacation/Skedula so that staff may share resources with students online.</li> <li>➤ Professional Development in the use of Teach Boost and FileMaker software.</li> <li>➤ Training in the use of GoogleDocs and Google Classroom to collaborate professionally as well as to share documents with students for revision/editing.</li> <li>➤ TEQ training to provide technology related resources to improve instructional practice.</li> <li>➤ Mentor support for Principal from effective leaders in the field of education and leadership.</li> <li>➤ Professional Collaborative for Assistant Principal through Math for America.</li> <li>➤ MOSL/MOTP training through the Office of Teacher Effectiveness /Development and CFN 403</li> <li>➤ Instructional Support provided by CFN 403 Achievement Coach(es)</li> </ul>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> <li>➤ As a Title 1 School-Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as FSF, Title 1 funds and human resources to implement this action plan and achieve this goal from September 2014-June 2015 as follows:</li> <li>➤ TL FSF to fund full/part time pedagogues.</li> <li>➤ Title 1 allocations to partially fund administrative and teacher positions. The Administration Team will develop and facilitate professional development, the teacher positions will serve as instructional leads in their departments and the social worker will provide social-emotional support as related to the CEP goals.</li> <li>➤ Title 1 Translation Allocations to fund general office supplies to create documents for parental outreach.</li> <li>➤ Title 1 Parental Involvement / AIDP funds/TL Parent Coordinator funds are combined to fund a bilingual Parent Coordinator that organizes parent celebrations of student achievement</li> </ul>

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned
--

curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP)**

**Forsyth Satellite Academy**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

**SCHOOL-PARENT COMPACT**  
**FORSYTH SATELLITE ACADEMY HIGH SCHOOL**

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

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

**DBN: 01M458**

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity
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		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$117,576.36	X	See action plan
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,389,193.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>01</b>	Borough <b>Manhattan</b>	School Number <b>458</b>
School Name <b>Forsyth Satellite Academy</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Ingrid Roberts-Haynes</b>	Assistant Principal <b>Francheska Howard</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Mary Ackermann</b>	Guidance Counselor <b>Randi Braderman</b>
Teacher/Subject Area <b>Ilesha Brown</b>	Parent <b>Gail Serrano</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Jeanette Jackson</b>
Related Service Provider <b>Aimee Lichtenfeld</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>214</b>	Total number of ELLs	<b>10</b>	ELLs as share of total student population (%)	<b>4.67%</b>
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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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In										1	2	5	2	10
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	2	5	2	10

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	1	0	0	2	0	1	7	1	2	10

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>7</b>	<b>1</b>	<b>2</b>	<b>10</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1	2	5	1	9
Haitian													1	1
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>10</b>								

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## 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
Intermediate(I)											2	1	1	4
Advanced (A)												4	1	5
Total	<b>0</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>9</b>									

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Forsyth Satellite Academy is a transfer school that is a member of the Performance Standards Consortium. As such, we are a literacy intensive school and we evaluate our ELL applicants in the same manner as our non-ELL students. Applicants submit a writing sample and complete a reading comprehension exercise. For ELL applicants, this diagnostic is assessed by the ESL teachers. In addition to the

dianostoic exam, we review their ELA scores and credit accumulation in English courses. From this data, we determine how to program accepted ELL students. This includes programming for additional supports such as multiple ELA courses or writing labs. In the past year, we have had ELLs rated intermediate on the NYSESLAT but cannot pass the ELA Regents. Going forward, we require all ELL students to attend AIS support services to supplement their ESL instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
All of our students are proficient or advanced in listening and speaking and are rated intermediate or advanced for reading/writing. There is also a pattern that students either decreased or remained the same in skill level in all areas from the previous school year.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
From the observed patterns, we will develop programs that will work to improve the reading and writing levels of ELL students.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a. None of our ELL students completed Regents Exams in their native language. We only offer the Regents Exam in ELA, which cannot be administered in their native language.

4b. We use the results to develop UDL strategies to assist the students with improving their literacy skills with the belief they will be able to work towards graduation.

4c. From the periodic/interim assessments, we are identifying the skills that students will need to develop /improve to successfully complete the PBATs and pass the ELA Regents Exam.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Teachers are required to utilize Universal Design for Learning strategies in their instruction to support students' second language development.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?  
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of our ELL program is based on students' ability to accumulate credits, pass required State assessments and eventually earn a high school diploma.

## 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](#).)  
Forsyth Satellite Academy is a transfer high school that services under-credited/ over-aged students 16 to 21 years old. Thus, our students that have attended at least one other NYC high school. The initial determination of ELL status occurs before a student is enrolled at our school. When a student applies to join our community, the certified ESL teacher reviews their current ELL assessment

data to ensure we offer the mandated program. We do not conduct initial assessments for Bilingual services, ie the Lab-R. As a component of the registration process, we ask all families to complete the Home Language Identification Survey at registration.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

At the start of the school year, the ESL teacher receives a roster of students requiring services. This roster is taken from the ATS RLER report. Within 10 days of enrollment, the program letter is mailed home with a copy that sent home with the student. The returned letters are stored in the student's intervention folder. The Parent Coordinator reaches out to families of students that do not return the letters.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

When ELL students apply to our school, we inform parents that we only offer a free standing program. Therefore, all students that enroll in Forsyth Satellite Academy are programmed for the freestanding program. If translation services are required for the discussion, we use our in-house translators for Spanish, French, and Creole. We contact the NYCDOE T&I unit for assistance with other languages.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

For all students that are classified as ELL, they are given the NYSESLAT each spring. Rarely are students in the communiyt longer than 3 years, therefore, we always extend the services until they graduate. This information is documented in the ATS RLER report to determine NYSESLAT eligibilty. For each student who is eligible, the ATS RNMR report is run to review the student's exam history. The certified ESL teacher, who is also our Testing Coordinator, schedules the speaking componenet of the NYSESLAT two weeks before the reading, listening, and writing components of the exam. The students complete the aforementioned assessments in one session with time and half. Paste response to question here:

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- Unfortunately, our current staffing limitations cannot accommodate parent requests. We can only service students that require a freestanding program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Because our current ELL students perform at least at the intermediate level, they can receive English only instruction. Therefore, our ELL students are programmed for at least 180 minutes of English only literacy instruction with an additional 180 minutes of ESL support.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
We do not evaluate ELLs in their native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
ELL students are evaluated in all four modalities through the interim assessments that must be completed before they can qualify to present their PBATS. These interim assessments are similar to periodic assessments as they gauge a student's progress towards successfully completing the final assessment.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content

areas and accelerate English language development?

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

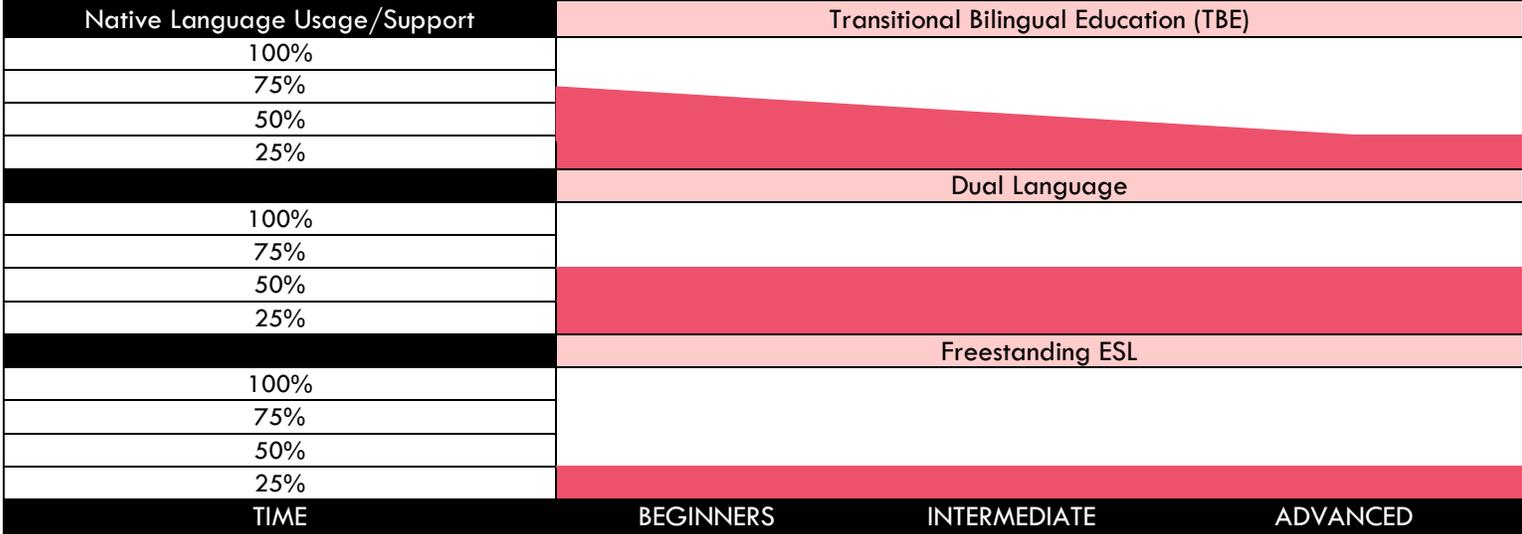
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

N/A

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

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

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

### D. Parental Involvement

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

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

### E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Forsyth Satellite Academy**

**School DBN: 01M458**

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

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 01M458 School Name: Forsyth Satellite Academy

Cluster: 4 Network: 403

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

### **Part A: Needs Assessment Findings**

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

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

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

The results of the Home Language Survey are:

Bengali 1 (0.42%)

Cantonese 2 (.93%)

English 146 (68%)

Haitian Creole 1 (0.42%)

Spanish 77 (36%)

Fulani 1 (0.42%)

French 1 (0.42%)

Unknown 0

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

## Part B: Strategies and Activities

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

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

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

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

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

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