

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

01M458

School Name:

FORSYTH SATELLITE ACADEMY

Principal:

INGRID ROBERTS HAYNES

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Forsyth Satellite Academy School Number (DBN): 01M458
Grades Served: 9-12
School Address: 198 Forsyth Street, New York NY 10002
Phone Number: 212-677-8900 Fax: 212-260-3063
School Contact Person: Ingrid Roberts-Haynes Email Address: IRobert4@schools.nyc.gov
Principal: Ingrid Roberts-Haynes
UFT Chapter Leader: Juan Rivera
Parents' Association President: Linda Garlick
SLT Chairperson: Michael Britto
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Linda Garlick
Student Representative(s): Pedro Castillo
Shadaijah Coach

District Information

District: 01 Superintendent: Kathy Rehfield-Pelles
Superintendent's Office Address: 131 Livingston Street, 6th Floor, Brooklyn, New York 10001
Superintendent's Email Address: KRehfield@schools.nyc.gov
Phone Number: 718-923-5102 Fax: 718-935-5941

Borough Field Support Center (BFSC)

Affinity Group Field
Support Center,
BFSC: Consortium Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston Street, 6th Floor, Brooklyn, New York, 10001
Director's Email Address: AAnorma@schools.nyc.gov
Phone Number: 718-935-5618 Fax: 718-935-5941

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
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 (staff), if applicable	
Linda Garlick	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Pedro Castillo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Shadaijah Coach	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	
Maria Hernandez	Member/Parent	
Tamiko Castillo	Member/Parent	
Raiza Begum	Member/ Parent	
Mark Tecson	Member/ Teacher	
Geraldine De Leon	Member/ Teacher	
Natasha Lewis	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Forsyth Satellite Academy is a transfer/alternative high school that gives young adults who have opted out of other high schools the opportunity to earn their high school diploma in a smaller, student-centered learning environment. We are a diverse community of learners who believe in the power of knowledge, words, art, relationships and non-violence. We nurture self-determination, hope and confidence in our students. Our classes are designed to re-awaken students' love of learning and foster a sense of community. Our school offers students who are over-aged and under-credited the opportunity to grow academically and socio-emotionally so that they are prepared to navigate life after high school (college or the world of work). Our school's philosophy is predicated on the Coalition of Essential Schools Principles or Small Schools Network Principles that guides us in incorporating the following throughout our daily work: Learning to use one's mind well, goals apply to all students, student as worker and teacher as guide/coach, a tone of decency and trust, personalization, resources dedicated to teaching and learning, commitment to the entire school, democracy and equity, less is more/depth over coverage and demonstration of mastery.

Our curriculum encourages students to make connections between academics and their experiences outside of school. We firmly believe that "education is liberation" and is achieved through our core values of collaboration, communication and compassion. FSA has been a member of the New York Performance Standards Consortium since 1998, and, as such, our students must complete, present and pass Performance Based Assessment Tasks in English, Social Studies, Math, and Science as well as take and pass the ELA/Common Core Regents exams to meet graduation requirements. This is highlighted in our school's Theory of Action that states

" IF we address all facets of the New York City Department of Education Instructional Core by:

- Ensuring curricula and academic tasks are aligned to the CCLS and the Principles of the Coalition of Essential Schools AND
- Developing teacher pedagogy through the effective use of Advance AND
- Authentically assessing student mastery of the Learning to Learn Skills (our instructional focus)

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:

- I. Providing meaningful Professional Development that supports teacher growth.
- II. Developing rigorous and CCLS aligned Performance Based Assessment Tasks.
- III. Delivering instruction through culturally relevant and responsive pedagogy."

In order to ensure that students receive the appropriate services they need to be successful, we engage in constant monitoring of attendance and academic performance, and in providing appropriate academic and social interventions. Chronic absentees are a key focus for all members of our learning community with attendance data being shared in Family Groups, our Advisory support system. Our school's attendance goal for 2014-2015 was 70%, which is indicative of the challenge that our school faces. Still, to support students and families, interventions take the form of counseling, parent-teacher-student conferences that includes contracting, supplementary instruction, individual tutorials and supports from community based organizations, including Henry Street Settlement, University Settlement, The Door, Project Stay, Woodside Mental Health Clinic, Sadie Nash Young Women's Leadership Project, Downtown Community Television and Creative Connections. Our school has received grants to enhance and extend programming beyond the regular school day to further develop our students for college and careers. As a result we were able to provide the following: iLearn courses that infused technology into the school, that includes Smartboards, iPads and laptops for student and teacher use; career development through our partnership with TJX Youth Business Institute, a program of TJ Maxx, Marshalls and Homegoods (the only school in NYC with whom they work) that work with students on work force and college preparation. This program has provided jobs and scholarships to our students (to date 25 students have received jobs; 12 have received scholarships to college).

Demographics : To date, 196 students are enrolled; 54.5% of students are Hispanic; 41% of students are Black; 5% are White, Asian or Native American. All classes are heterogeneous. While our school draws students from all parts of the city, our population comes largely from economically disadvantaged areas in Staten Island, the Lower East Side, East New York, Bedford-Stuyvesant, Harlem, Flatbush and the South Bronx.

01M458 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	185	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	9
Types and Number of Special Classes (2014-15)					
# Visual Arts	2	# Music	N/A	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	75.4%	% Attendance Rate			56.5%
% Free Lunch	75.9%	% Reduced Lunch			4.5%
% Limited English Proficient	4.5%	% Students with Disabilities			16.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			37.1%
% Hispanic or Latino	56.7%	% Asian or Native Hawaiian/Pacific Islander			2.2%
% White	3.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	6.7%	% Teaching Out of Certification (2013-14)			22.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			3.92
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	46.3%	Mathematics Performance at levels 3 & 4			s
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After a review of:

1. PBAT completion and pass/fail data (November, January, April, June); students’ performance trends in ELA Comprehensive Regents in January 2015, Common Core in January and June 3rd 2015,
2. Feedback from Performance Assessment Review Board’s report from the Performance Standards Consortium on December 10, 2014, “It is recommended that PD focus around project based or challenge based learning as resources for authentic PBAT tasks, projects and resources. Providing more student choice around PBAT assignments gives students a feeling of empowerment...Some of the PBATs featured work that did not respond to the essential question posed, did not connect the topic to relevant current events, and did not have an appropriate ending or conclusion”,
3. Teacher feedback from PD Cycles of Inquiry on Danielson Components 1e (Designing Coherent Instruction) and Component 3b (Using Questioning and Discussion Techniques), “We need to work on LTL skills assessment using rubrics, How can we ‘pick apart’ all CCLS and Regents rubrics to delineate our strategies and resources more clearly in our unit maps?, We need to review the Standards to be included and refinement of the writing of the unit task, In a continuing effort to have students write more independently, more modeling and differentiation (via student choice) is evident in current and hopefully in future lesson planning, Removing scaffolds to make students more independent in thinking and writing”; “Other than question stems, we need to figure out some other activities and strategies to generate student discussion, inquiries and discussions should take place throughout the lesson, How do we allow more time for students to create/construct feedback in their own voice, How can we implement the Socratic Seminar in classes”,
4. PPO feedback on QR indicator 1.2 from visit on 11/10/2014 stated that we need to “Continue to align teacher instructional practice with cultural relevant pedagogy and student centered learning while embedding the Learning to Learn skills”(Close Reading, Group Work, Independent Work, Notetaking, Editing and Revision, Numeracy, Discussion and Presentation - these are our school’s instructional focus,
5. PPO feedback on QR indicator 2.2 from visit on 11/10/2014 stated that we need to “Continue to align benchmarks and periodic assessments to summative assessments (PBATs, ELA) through the use of data to target instruction, identify instructional outcomes and make predictions about student performance on assessments”,

We’ve decided to put a more targeted focus on literacy goals in the Instructional Core Across Classrooms that infuses foundational and disciplinary literacy – Quote:“A master can tell you what he expects of you. A teacher, though, awakens your own expectations”(Patricia Neal).

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Teacher Teams will develop at least one (1) CCLS aligned, culturally-relevant, project-based unit per teacher that incorporates the Learning to Learn Skills (instructional focus).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Through an SBO, we will continue to implement the school schedule from 2014-2015 where classes will meet for 10 week cycles; For Cycles 1 and 3, the only PBAT classes to be offered will be English and Science; for Cycles 2 and 4 SS and Math PBAT classes will be offered</p>	<p>All Students</p>	<p>9/2015-6/2015</p>	<p>All Teachers, Parent Coordinator, Intake Coordinator, Admin</p>
<p>Cycles of Teacher Team Intervisitations focusing on month long Cycles of PD on infusing literacy strategies in Lesson Planning and Questioning and Discussion Techniques. Every single teacher will be observed by colleagues to see “best” or “promising” practices. Using specific and actionable feedback, teachers will apply this feedback to improve lesson/unit planning to ensure tasks and rigorous and CCLS aligned.</p>	<p>All Teachers</p>	<p>10/2015-5/2016</p>	<p>All Teachers, Admin</p>
<p>Through an SBO, Teacher Team (consisting of volunteers) will participate in Literacy Design Collaborative i3 grant opportunity to master the skills necessary to implement CCRS and build teacher team and school level capacity. This team will prepare and conduct professional development workshops and demonstration lessons.</p>	<p>Teachers who signed the MOU for LDC (8) teachers</p>	<p>8/2015-6/2016</p>	<p>Principal, Jami Craig, Cia Pinkerton, Kevin Feinberg</p>
<p>Teacher Teams will implement use of the Learning to Learn Skills rubric created by the members of the Teacher Leadership Program. Teacher Leaders will assess, analyze and adjust the rubric based on data from Teams.</p>	<p>All Teachers</p>	<p>9/2015-6/2016</p>	<p>Assistant Principal, Teacher Leadership members (Mary, Ackermann, David Alper, Lin Walker, Zoe Mirziazai, Iesha Brown)</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Literacy Design Collaborative consultants/trainers
- MOSL funds to provide PD on unit design that includes alignment to CCLS, rigor, UDL, Differentiation, assessment design and grading, cultural relevant/responsive pedagogy
- Per diem/prep coverage for PD related to Intervisitations (at FSA, Consortium schools, other transfer schools)
- CCLS instructional and assessment materials
- Professional instructional materials to support lesson design and assessment during the school day
- Supplementary professional resources to support pedagogical growth
- Per diem costs associated with PD for teacher attendance at workshops/trainings/conferences by NYCDOE, New York State Performance Standards Consortium, Facing History and Ourselves, Literacy Design Collaborative, Coalition of Essential Schools, Innovative Schools Network, Teachers College at Columbia, My Library NYC Program

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Review of student performance data on PBATs in November (2015), February, April, June (2016) and Common Core and ELA Comprehensive Exams in January, June (2016).
- Data Analysis of Teacher Scholarship Reports after each Cycle (November 2015), February, April, June (2016); Review of student survey/reflection responses to determine trends in learning and school wide supports needed.
- Review of Teacher Team minutes/logs (weekly) with feedback from Principal
- Teacher Team Shares using Success Analysis Protocol at the completion of each PD Cycle (bi-monthly)
- Intervisitation feedback to Achievement Coach(es) and Administration using teacher reflection documents (bi-monthly)
- Monitoring and Revising Retreat with representation from each content area to discuss the effectiveness, or lack thereof, of structures/systems implemented to support designing, implementing and assessing of rigorous learning experiences (April-May 2016)

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After a review of:

1. Student feedback from Student Leadership Group in response to the question ‘How do we make Family Group more meaningful for students to ‘buy in’, “Make it mandatory; Make days have different bonding exercises; Make fun activities that catch all students’ attention; Find more interesting topics and activities; Do different types of activities with students”.
2. Staff feedback and recommendations from the Monitoring and Revising Retreat on 5/15/15 on course offerings, “Create a PBAT committee; Create more interdisciplinary classes that are co-taught; Have a CTE sequence of courses; Work on meeting student and personnel needs through ongoing communication, collaboration and compassion; Curriculum Development this summer; Have CPT between departments for interdisciplinary courses”.
3. Data Analysis of Advance data on Component 2a. Creating an Environment of Respect and Rapport, “Teachers were rated either Highly Effective or Effective”,
4. Feedback from Performance Assessment Review Board on December 10, 2014 stated, “Staff is familiar with the population and works hard to meet their needs; Both staff and students are supportive of the school and there are systems in place to adjust practices that are not working to meet the needs of students”,
5. PPO feedback on 5/8/2015 stated, “The Principal is working way too hard to not see evidence of rigor and cognitively demanding experiences across classrooms; students should be challenged to ‘think’,
6. Feedback from all staff that Family Group/Advisory Group class needs to not happen after lunch; it should either be Period 2 or 3 in the school’s daily schedule; Cutting data for Family Group is very high,
7. Monitoring of hallways by Administration on a daily basis shows that students regularly leave classes for extended periods of time; students cut classes, yet they scanned into the building; students feedback to Administration is that some classes are ‘boring’ and they feel ignored,
8. During Scholarship Report Conferences teachers reported that “Attendance in Period 1 has been very low, the same students were consistently absent; Alternative assignments were given, deadlines were extended, assignments have been posted on PupilPath (online), students did not take advantage of these opportunities”,

We’ve decided to put the focus on making Family Group being more structured with more student input. Quote – “Culture drives quantitative change; you cannot be effective unless you take care of the affective” (Principal Michael Barakat).

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will maintain current levels of Code 39s in the 6 year graduation cohort (P, 38 students) as evidenced by rubrics to show that all Family Groups/Advisory Groups achieve their Theory of Action.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Each Family Group will create a Theory of Action using the school’s model as a guide; professional development sessions will be provided for advisors	Family Group Advisors, All students	9/2015-6/2016	Social Worker, Principal, Facing History and Ourselves consultant
Advisors will regularly conduct one on one conferences with students regarding their progress toward graduation using the Filemaker database	All students	9/2015-6/2016	Assistant Principal, Principal, Social Worker
Through Cycles of Teacher Team Intervisitations, teachers will provide feedback to their colleagues on Danielson Components 2a and 3b. Teachers will use “Rubric for Academic Rigor” to analyze plans, PBAT tasks and formative assessments.	All advisors	9/2015-6/2016	Principal, Coach(es)
Ongoing assessment of unit maps with actionable and specific feedback to ensure that units/topics are culturally relevant or responsive; Through observational rounds Admin will “look for” whether or not students can connect the classroom experience (through questions and discussions) to themselves and the larger world	All Teachers	9/2015-6/2016-	Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- MOSL funds to provide PD on unit design that includes alignment to CCLS, rigor, UDL, Differentiation, assessment design and grading, cultural relevant/responsive pedagogy
- Per diem/prep coverage for PD related to Intervisitations (at FSA, Consortium schools, other transfer schools)
- CCLS instructional and assessment materials
- Professional instructional materials to support lesson design and assessment during the school day
- Supplementary professional resources to support pedagogical growth

- Per diem costs associated with PD for teacher attendance at workshops/trainings/conferences by NYCDOE, New York State Performance Standards Consortium, Facing History and Ourselves, Literacy Design Collaborative, Coalition of Essential Schools, Innovative Schools Network, Teachers College at Columbia, My Library NYC Program
- Datacation/Skedula: Purchase of student information system software for monitoring student progress and performance, sharing of student data and outreach for students/parents.
- Purchase of Public Graduation Tracker to monitor student progress and performance towards graduation.
- Funds to support services provided by Henry Street Settlement, University Settlement, Creative Connections.
- Funds to support professional development for use of FileMaker Data Pro from LMG Data Group to monitor and track student progress and performance towards college and career readiness.
- Funds to support consultants, speakers, field trips to help students to understand relevance and importance of what they are learning in classes.
- Funds to support college trips within New York State (SUNY and Private schools).

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Data Analysis of Teacher Scholarship Reports after each Cycle (November 2015), February, April, June (2016); Review of student survey/reflection responses to determine trends in learning and school wide supports needed.
- Review of Teacher Team minutes/logs (weekly) with feedback from Principal
- Teacher Team Shares using Success Analysis Protocol at the completion of each PD Cycle (bi-monthly)
- Intervisitation feedback to Achievement Coach(es) and Administration using teacher reflection documents (bi-monthly)
- Monitoring and Revising Retreat with representation from each content area to discuss the effectiveness, or lack thereof, of structures/systems implemented to support designing, implementing and assessing of learning experiences to promote student 'buy in' and 'ownership' (April-May 2016)
- Graduates exit surveys (January, June); Student feedback during Student Leadership Group sessions (weekly).
- Students' college applications and acceptances (November 2015, February 2016, April 2016)
- Data Analysis of Graduation Cohort
- Teacher Reflections and feedback on alignment of Coalition of Essential Schools Principles #1 (Learning to use one's mind well), #3 (Student as worker, teacher as coach) #4 (A tone of decency and trust) and #5 (Personalization) to their daily practice.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After a review of:

1. The NYCDOE implemented instructional expectations in order to facilitate a comprehensive evaluation system for teachers and administrators as we made the move to full implementation of CCLS.
2. The Transfer School Superintendency’s request to “promote from within” and develop future leaders to assume leadership roles in transfer schools.
3. Working to meet the expectations of our school’s Theory of Action we will continue to fully implement our school’s Instructional Focus (Learning to Learn skills) through cultural relevant/responsive pedagogy.
4. Feedback from Performance Assessment Review Board conducted by the New York Performance Standards Consortium indicated that collaboration among teachers 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.
5. Completion of Teacher Preference sheets for 2015-2016, as well as feedback from our Monitoring and Revising Retreat held in April-May 2015, teachers indicated that they wanted to have “common planning time for interdisciplinary planning as well as to create interdisciplinary co-taught classes”.
6. Feedback from students in Student Leadership Group stated that “The two classes that we enjoyed the most this year was False Advertising class taught by Lin and Iesha and Debate class taught by David. We would run to get to those classes and we hated to miss a day”

We’ve decided to focus on lesson/unit planning and questioning and discussion techniques as our school’s competencies of priority. Quote: “It’s not just a matter of studying harder and things will be fine...” (Dr. Pedro Noguera).

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5% increase in collective teacher performance for Danielson Components 1e (Designing Coherent Instruction) and Danielson Component 3b (Using Questioning and Discussion Techniques) as measured by Advance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Through an SBO, Teacher Team (consisting of volunteers) will participate in Literacy Design Collaborative i3 grant opportunity to master the skills necessary to implement CCRS and build teacher team and school level capacity. This team will prepare and conduct professional development workshops and demonstration lessons.</p>	<p>Teachers who signed the MOU for LDC (8 teachers)</p>	<p>8/2015-6/2016</p>	<p>Principal, Jami Craig, Cia Pinkerton, Kevin Feinberg</p>
<p>Cycles of Teacher Team Intervisitations focusing on month long Cycles of PD on infusing literacy strategies in Lesson Planning (1e) and Questioning and Discussion Techniques (3b). Every single teacher will be observed by colleagues to see “best” or “promising” practices. Using specific and actionable feedback, teachers will apply this feedback to improve lesson/unit planning to ensure tasks and rigorous and CCLS aligned.</p>	<p>All Teachers</p>	<p>9/2015 - 5/2016</p>	<p>Principal, Teacher Leaders, Coach(es)</p>
<p>Teacher Teams will implement use of the Learning to Learn Skills rubric created by the members of the Teacher Leadership Program. Teacher Leaders will assess, analyze and adjust the rubric based on data from Teams.</p>	<p>All Teachers</p>	<p>9/2015-6/2016</p>	<p>Teacher Leaders, Assistant Principal</p>
<p>Teacher Teams will use templates collaboratively designed by teachers and administration that provide protocols and structures to normalize the work across classes.</p>	<p>All Teachers</p>	<p>10/2015 – 5/2016</p>	<p>Teacher Leaders, Principal, Assistant Principal, Coach(es)</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • MOSL funds to provide PD on unit design that includes alignment to CCLS, rigor, UDL, Differentiation, assessment design and grading, cultural relevant/responsive pedagogy • Per diem/prep coverage for PD related to Intervisitations (at FSA, Consortium schools, other transfer schools) • CCLS instructional and assessment materials • Professional instructional materials to support lesson design and assessment during the school day • Supplementary professional resources to support pedagogical growth • Per diem costs associated with PD for teacher attendance at workshops/trainings/conferences by NYCDOE, New York State Performance Standards Consortium, Facing History and Ourselves, Literacy Design

Collaborative, Coalition of Essential Schools, Innovative Schools Network, Teachers College at Columbia, My Library NYC Program.

- Teach Boost Software – Funds to renew subscription and support of this program as a place to record observations in real time, track and monitor feedback i.e effectively use observation data to support teacher development.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Monitoring of teacher observation trends using Advance Data Score Tracker; share and discuss with teachers during Scholarship Report Conferences in November 2015, February, April and June 2016.
- Celebrate individual teacher’s best practices after cycles of Intervisitations based on feedback from Teams/individual teachers both at FSA and visiting teachers from other schools (bi-monthly).
- Monitoring and Revising Retreat with representation from each content area to discuss the effectiveness, or lack thereof, of structures/systems implemented to support designing, implementing and assessing of learning experiences to promote student ‘buy in’ and ‘ownership’(April-May 2016)
- Data Analysis of teachers using Advance observation reports; monitor for trends to determine professional development needed

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After a review of:

1. Staff feedback and recommendations from the Monitoring and Revising Retreat on 5/15/15 on course offerings, “Create more interdisciplinary classes that are co-taught; Work on meeting student and personnel needs through ongoing communication, collaboration and compassion; Curriculum Development this summer; Have CPT between departments for interdisciplinary courses”.
2. Feedback from Performance Assessment Review Board conducted by the New York Performance Standards Consortium indicated that collaboration among teachers 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.
3. Working to meet the expectations of our school’s Theory of Action we will continue to fully implement our school’s Instructional Focus (Learning to Learn skills) through cultural relevant/responsive pedagogy.
4. PBAT completion and pass/fail data (November, January, April, June); students’ performance trends in ELA Comprehensive Regents in January 2015, Common Core in January and June 3rd 2015.
5. Feedback from Performance Assessment Review Board’s report from the Performance Standards Consortium on December 10, 2014, “It is recommended that PD focus around project based or challenge based learning as resources for authentic PBAT tasks, projects and resources. Providing more student choice around PBAT assignments gives students a feeling of empowerment...Some of the PBATs featured work that did not respond to the essential question posed, did not connect the topic to relevant current events, and did not have an appropriate ending or conclusion”.
6. PPO feedback on QR indicator 2.2 from visit on 11/10/2014 stated that we need to “Continue to align benchmarks and periodic assessments to summative assessments (PBATs, ELA) through the use of data to target instruction, identify instructional outcomes and make predictions about student performance on assessments”.
7. PPO feedback on QR indicator 1.2 from visit on 11/10/2014 stated that we need to “Continue to align teacher instructional practice with cultural relevant pedagogy and student centered learning while embedding the Learning to Learn skills”(Close Reading, Group Work, Independent Work, Notetaking, Editing and Revision, Numeracy, Discussion and Presentation - these are our school’s instructional focus,
8. Feedback from PPO visit on 5/8/2015 stated that “FSA needs to take a serious look at rigor and task design; using the PBAT model is great, however teachers must build capacity to cognitively challenge students”.

We’ve decided to implement the Principal’s Expectations for Balance and Rigor by asking the questions: Who is doing the work in classes? Are students thinking? Are students reading, writing, listening and speaking? The specific “look fors” every day across classrooms in order for students to be fully engaged are: Close Reading, Discussion and Presentation and Group Work. Quote- “It is the supreme art of the teacher to awaken joy in creative expression and knowledge” (Albert Einstein).

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the

identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will have participated in at least one structured professional collaboration on a Team using an inquiry approach, resulting in improved teacher practice and student learning as evidenced by the sharing with staff a strategy that has proven to increase student achievement.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Cycles of Teacher Team Intervisitations focusing on month long Cycles of PD on infusing literacy strategies in Lesson Planning (1e) and Questioning and Discussion Techniques (3b). Every single teacher will be observed by colleagues to see “best” or “promising” practices. Using specific and actionable feedback, teachers will apply this feedback to improve lesson/unit planning to ensure tasks and rigorous and CCLS aligned.</p>	<p>All Teachers</p>	<p>10/2015-5/2016</p>	<p>Principal, Coach(es)</p>
<p>Teacher Teams will implement use of the Learning to Learn Skills rubric created by the members of the Teacher Leadership Program. Teacher Leaders will assess, analyze and adjust the rubric based on data from Teams.</p>	<p>All Teachers</p>	<p>9/2015-5/2016</p>	<p>Teacher Leaders, Principal</p>
<p>The school’s Professional Development Committee, will collaboratively choose focused goals to define instructional strategies. Additionally, the Coordinator of My Library NYC Program will conduct Professional Development for teachers on the appropriate texts and online resources to improve students’ academic performance and achievement</p>	<p>Team members (7 staff members)</p>	<p>8/2015 – 6/2016</p>	<p>UFT Chapter Leader, Juan Rivera, Principal</p>
<p>The Principal will hold voluntary Lunch and Learn sessions called Spotlight on Pedagogy for teachers to engage in dialogue and share ideas around professional practice that are aligned to Common Core Learning Standards.</p>	<p>All Teachers</p>	<p>9/2015 – 6/2016</p>	<p>Principal</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- MOSL funds to provide PD on unit design that includes alignment to CCLS, rigor, UDL, Differentiation, assessment design and grading, cultural relevant/responsive pedagogy
- Per diem/prep coverage for PD related to Intervisitations (at FSA, Consortium schools, other transfer schools)
- CCLS instructional and assessment materials
- Professional instructional materials to support lesson design and assessment during the school day
- Supplementary professional resources to support pedagogical growth
- Per diem costs associated with PD for teacher attendance at workshops/trainings/conferences by NYCDOE, New York State Performance Standards Consortium, Facing History and Ourselves, Literacy Design Collaborative, Coalition of Essential Schools, Innovative Schools Network, Teachers College at Columbia, My Library NYC Program

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Data Analysis of Teacher Scholarship Reports after each Cycle (November 2015), February, April, June (2016); Review of student survey/reflection responses to determine trends in learning and school wide supports needed.
- Review of Teacher Team minutes/logs (weekly) with feedback from Principal
- Review of student performance data on PBATs in November (2015), February, April, June (2016) and Common Core and ELA Comprehensive Exams in January, June (2016)
- Monthly review of student and teacher use of My Library NYC resources.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After a review of:

1. Data Analysis of Graduation Cohort Data (Cohort Q, 4 year, Cohort P, 5 year and Cohort O, 6 year) showed that Cohort size is decreasing as a result of the ‘revised’ Intake Process aimed at selecting students who are likely to be successful at FSA and graduate by carefully reviewing students’ applications, SWD and ELL status, assessments completed, attendance and discipline histories and recommendation letters to determine if FSA is a ‘good fit’ for the applicant to increase the likelihood of student/family buy in that would lead to graduation and college.
2. Feedback from PAR Board visit on December 10, 2014 stated that “We need to provide more exposure to college and college life for our students as early on as possible; it is commendable that our students returned to school (students shared their past educational experiences before coming to FSA) and that they are showing resilience, so this is a great opportunity for them to get “turned on” to college life”,
3. Graduation rate data – FSA has a 19% graduation rate based on 2013-2014 Progress Report data,
4. Personnel and hiring decisions – the Guidance Counselor we hired a year and a half ago resigned mid-year, which resulted in the tasks for programming and tracking student progress towards graduation in the hands of the Assistant Principal and the Social Worker. As a result of a grant from OSYD for Achieve Now Academy, we were able to get support from a Creative Connections Consultant in March, 2015 to guide graduates and follow up on college applications, FAFSA and scholarships,
5. Feedback from PPO visit on 11/10/2014 stated that, “Everyone has to share accountability by creating goals and targets and connecting targets to the cycles of performance towards graduation; there should be a Progress Tracker in each Family Group and advisors should be using this data to disseminate information and to encourage students to achieve their graduation goals”.

We’ve decided to implement an individualized graduation plan for each student with goals that are tied to completion of PBA tasks and ELA Regents (Common Core or Comprehensive). Quote – “Students read their way into college, but they write their way out” (Dr. Alfred Tatum).

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% of potential 2016 graduates (January, June, August) will have applied to the college of their choice.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Principal will engage the staff in reading and unpacking the book, “Courageous Conversations about Race” to reflect on and engage in discussions about our decision making as well as our teaching practices that have an impact on our students’ performance.</p>	<p>All Staff</p>	<p>9/2015-6/2016</p>	<p>Principal, Dr. Yolanda Sealey Ruiz from Teachers College at Columbia, AP/Teachers from Liberation Diploma Plus</p>
<p>Monthly review of student progress and performance data (based on cohort data) during Professional Development sessions. Reports will be developed that disaggregate the cohort data by Family Group.</p>	<p>Advisors, Parent Coordinator</p>	<p>9/2015 – 6/2016</p>	<p>Assistant Principal</p>
<p>Family Group Advisors and Parent Coordinator will contact parents each week to provide updates on students academic, socio-emotional and discipline progress.</p>	<p>Parents and Students</p>	<p>9/2015-6/2016</p>	<p>Principal</p>
<p>College Advisor from Creative Connections will conduct monthly PD sessions with staff/advisors/parents; will visit Family Groups weekly to conduct workshops on college life and choosing colleges that are culturally relevant to their lives that will ensure that they will stay in college.</p>	<p>Advisors, Students, Parents</p>	<p>9/2015-6/2016</p>	<p>Principal, Assistant Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Funds for general office supplies and postage for parent and student mailings. • Funding for refreshment at workshops and trainings for parents and students. • Set aside funds for SLT stipend. • Per session for prep period coverage for translation and interpretation services. • Funds for Global Connect for parental outreach and communication. • Funding for college trips and tours within the New York State area (SUNY colleges). • 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.
- Funds for college waivers and other college related costs for students who cannot afford to pay them.
- Per diem funds for teacher coverages.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Review of Graduation Cohort data and progress towards graduation requirements (monthly). Based on students’ progress or lack thereof, intervention conferences will be scheduled with student-parent-Parent Coordinator-Social Worker to create Action Plan through the contracting process.
- Review of responses of FSA created surveys that focuses on similar questions from the Learning Environment Survey such as: School staff work closely with families to meet students’ needs, School staff regularly communicate with parents/guardians about how staff can help students learn; Adults at FSA help students to aspire to enter the workforce, develop a plan t reach their future employment goals; Adults at FSA provide students with information about the college enrollment process; FSA educates families as well as provide guidance about the application/enrollment process for college”.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Teacher recommendations based on analysis of ELA and Common Core Regents data, ELA PBAT completion and pass scores; Assistant Principal and Social Worker recommendations, IEPs and NYSESLAT data	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
Mathematics	Teacher recommendations based on analysis of PBAT data; Assistant Principal and Social Worker recommendations, IEPs	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
Science	Teacher recommendations based on analysis of PBAT data; Assistant Principal and Social Worker	Science teachers facilitate in class labs and use technology to provide students with opportunities to conduct experiments and research.	AIS Small Group Tutoring	After School

	recommendations, IEPs	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.		
Social Studies	Teacher recommendations based on analysis of PBAT data; Assistant Principal and Social Worker recommendations, IEPs	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
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Family Group Advisor referrals, Guidance Counselor /Social Worker Referrals, Attendance Team Recommendations	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

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

- MOSL/MOTP training through the Office of Teacher Effectiveness /Development and Consortium.
- Instructional Support provided by Literacy Design Collaborative, Facing History and Ourselves and Achievement Coach(es).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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 New York Performance Standards Consortium, 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 task.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated². **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. (Refer to Galaxy for FY '16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	99,738.00	x	See Action Plan
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,561,242.00		See Action Plan

¹Explanation/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.

²The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent Involvement Policy (PIP)

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 the school. Forsyth Satellite Academy, 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 the school and the families. The 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 the school community. Forsyth Satellite Academy 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC)

Forsyth Satellite Academy , 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Ingrid Roberts-Haynes	Assistant Principal Francheska Howard
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Mary Ackermann	School Counselor Aimee Lichtenfeld
Teacher/Subject Area type here	Parent Linda Gorlick
Teacher/Subject Area type here	Parent Coordinator Erica Campos
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	170	Total number of ELLs	11	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										0	0	0	0	0
Dual Language										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	7
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more 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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0									0
DL										0
ENL	0	0	0	3	0	1	8	1	5	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	ELL	EP																	
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	4	3	3	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian													0	0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)											1	1	1	0
Transitioning (High Intermediate)											1	1		0
Expanding (Advanced)										1			1	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										0	0	0	0	0

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					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	4	0	1	0
Integrated Algebra/CC Algebra	9	0	1	0
Geometry/CC Algebra	1	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math <u>PBAT</u>	1	0	1	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	4	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	2	0	0	0
Geography	0	0	0	0
US History and Government	3	0	0	0
LOTE	1	1	1	1
Government	0	0	0	0
Other <u>SS PBAT</u>	0	0	0	0
Other <u>Sci PBAT</u>	1	0	1	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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. The assessment is a baseline NYC ELA Performance Assessment for MOSL. For ELL applicants, this diagnostic is assessed by the ESL teacher. In addition to the diagnostic exam, we review their ELA scores, NYSESLT 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 additional ELA courses or writing labs. In the past year, we enrolled 11 ELL students of which only 27% had a NYSESLAT performance level and 0% had passed a ELA Regents at their previous school(s). Going forward, the ESL teacher will co-teach a literacy lab to prepare ELLs for the June administration of the ELA Regents. The ESL teacher will also co-teach PBAT courses to support students in completing the required assessments in the core areas of Math, Science, ELA and Social Studies.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Due to the nature of our students, it is often difficult to obtain a multi-year view of NYSESLAT data. In fact, the 2012 -2013 administration is the most recent score for 60% of our population. A review of this data suggests that school attendance is a major concern for our ELLs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The school has downloaded the AMAO tool and uploaded the student data. However, the lack of complete assessment data makes it difficult to gain useful student data.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Forsyth Satellite Academy only offers a Free Standing ENL Program. Of the participants in the program, none completed a Regents Examination in their native language. As a member of the Performance Consortium, our students are only required to complete the ELA Regents. The students complete CCLS aligned PBATs in the other core academic areas. We have developed Periodic / Interim Assessments that assess ELL students progress towards developing the skills that will ensure success in completing PBATs and passing the ELA Regents. From this process, the school has moved towards using an ICT model to support ELL students in core classes, providing texts in native languages and increased time in writing papers.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
NA
6. How do you make sure that a student's new language development is considered in instructional decisions?
Literacy is the he instructional focus of Forsyth Satellite Academy. EEach day, teachers meet for 73 minutes to review student work and set discipline specific goals. The ENL teacher collaborates with the ELA department to set targets of measurement based on ELL students' NYSLAT scores. This information is shared with the other teams to guide ELL students' new language development in specific content areas. In turn, the teachers use this information to differentiate daily lessons.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
NA
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Forsyth Satellite Acdamy is a small transfer school. The success of our ELL program is based on students' ability to accumulate credits, pass required State assessments in their second language and eventually earn a high school diploma. As a member of the Consortium, Forsyth Satellite students complete performance based assessment tasks in English, Math, Science and Social Studie. The main component of these tasks require students to write a 8-10 page paper that cites evidence from primary and secondary sources to support a thesis or explain a concept. ELL students that successfully complete theses tasks demonstrate mastery of CCR 11-12 literacy standards. This includes data from Regents exams, PBAT pass rates and scores on the CUNY intake assessment. We also examine our compliance with federal, state and city mandates and ability to maintain accurate student records.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
Forsyth Satellite Academy is a transfer high school that services under-credited/ over-aged students 16 to 21 years old. Thus, the majority of our students have attended at least one other NYC high school. The initial determination of ELL status occurs before a student is enrolled at our school. However, if necessary, newly enrolled students and their parents complete the HLIS with a school pedagogue ideally the School Secretary. Because the School Secretary is not Bilingual, she will be supported by the Parent Coordinator who speaks Spanish.. If the HLIS identifies that a language other than English is spoken at home, the LAB-R or Language assessment Battery-Revised is adminstered. The ELL identification process would be completed within 10 days. The results of the LAB-R would impact whether students required services and the amount of support. In the spring of each year, we would use the NYSESLAT to determine whether students require services. We would ensure that the test was administered within the guidelines set forth by the NY State Education Department and the NYC Department of Education.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
To apply for enrollment at Forsyth Satellite Academy, students must have completed at least one year of high school. As such, students would have completed the SIFE Identification process before enrollment in our school. However, we do review a student's academic record to determine if SIFE status had been determined.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
If a student's home language is other than English and the student has an IEP, then the school will gather the Language Proficiency Team (LPT) to review the student's evidence of English language development. The LPT consists of the Assistant Principal, ENL teacher, the school's SPED Liaison and the student's parent/guardian. The Parent Coordinator will be present to translate if necessary. The

committee determines if the student is eligible to take the NYSITELL and provides a recommendation to the Principal. If the decision is no, the Principal will contact the Superintendent's Office and provide the family with notification of the decision within 3 days. If yes, then the Principal will follow the general process of ELL identification.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The results of the NYSITELL are immediately scored and scanned. The school uses an entitlement and non-entitlement form letter to mail to parents. Students that are 18 and over will receive a copy of the letter. A dated copy of the letter is placed in the student's cumulative record.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents are informed that they have the right to appeal ELL status within 45 days of school enrollment by the ENL teacher. The ENL teacher will also meet directly with students that are 18 or over. This information is mailed home directly with a copy of the letter being maintained in the student's permanent record. The letter will be provided in the student's home language.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Students that are accepted into our program are required to complete a Parent Orientation within 1 week or forfeit their seat. At this meeting, the parent/student handbook is reviewed along with specific protocols and procedures of the school and NYCDOE. This is also the time that parents complete the HLIS. Before starting the survey, the ENL teacher will provide an overview of all three program choices and the program that is offered at Forsyth Satellite Academy. Additionally, the ESL teacher meets with the parents of newly enrolled ELLs and informs of the three instructional models available in NYC, the model offered at Forsyth Satellite Academy and how their child will be supported through the instructional program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
For newly enrolled students that have been identified in ATS as an ELL, their parents would be required to complete the survey during orientation. As support, the ENL teacher would be available to answer questions and the Parent Coordinator will be available to translate. For continuing students, parent surveys are mailed home based on the updated NYSESLAT scores. Students will be rewarded with a 2-fare metrocard for returning the surveys. If the parent chooses a program that is not available, we will conduct a meeting to discuss the best course of action for the student. All surveys and forms will be provided in the home language and dated copies maintained in the students' cumulative record.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Due to the nature of our population, it is common that the form may not be returned. In this case, parental outreach is conducted by the ENL teacher, the Advisor and the attendance teacher. The school offers 2-fare metrocards as a reward for students that return the form. The completed forms are maintained by the ENL teacher organized by the school year.
9. Describe how your school ensures that placement parent notification letters are distributed.
The letters are sent to the home address on file via USPS in the student's home language. A log is maintained by the ENL teacher to record mailing date.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The original and/or dated copy of all forms related to ELL students are maintained in the student's cumulative record which is housed in the records room. Student records are maintained by the School Secretary.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
For all students that are classified as ELL, they are given the NYSESLAT each spring. Rarely are students in the community longer than 3 years, therefore, we always extend the services until they graduate. This information is documented in the ATS RLER report to determine NYSESLAT eligibility. For each student who is eligible, the ATS RNMR report is run to review the student's exam history. The certified ENL teacher, who is also our Testing Coordinator, schedules the speaking component of the NYSESLAT two weeks before the reading, listening, and writing components of the exam. The students complete the aforementioned assessments in one session with time and half. The ENL teacher will offer 2 opportunities to makeup the exams for the deadline. Eligible students will be contacted by Advisors and the Parent Coordinator to remind them of the exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The academic files for all ELL students are reviewed each semester. The ATS records of students no longer eligible for ELLs status are updated and continued entitlement and transitional support parent notification letters are mailed home via USPS in their preferred language with a dated copy maintained in the student's cumulative record.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After parents meet with the ESL teacher and discusses how their child will be supported through the instructional program, there is 100% choice for the ENL model. Currently, we only offer the ENL model which has satisfied the needs of our ELL population.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
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 and self-contained services for our ELL and SPED students. This year, the ELL students are provided with n integrated model that provides support in the core academic classes.
 - b. TBE program. *If applicable.*
NA
 - c. DL program. *If applicable.*
NA
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Because our current ELL students are at least the intermediate level, they can receive English only instruction with native language support. The program of the certified ENL teacher provides the opportunity for students to receive 280 minutes per week in core academic courses. The ENL teacher then provides an additional 180 minutes of ENL support through after-school tutoring.
3. Describe how core content is delivered in each program model. 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 or self contained classes. The curriculum for the courses are aligned to the CCLS with an emphasis on literacy. In these classes, native language is supported via translated texts, alternate video/audio clips and the use of dictionaries. 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 home 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. To successfully complete a PBAT, students must read/intrepret grade appropriate texts, write an argument essay related to the text, deliver an oral presentation on the topic and answer related questions from a panel. Since the school is on a cycle model, students are assessed 4 times in the Fall and 4 times in the Spring.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

We ensure all teachers aware of the special literacy needs of each ELL student to differentiate their lessons in support of the students. Each month, the ENL spotlights specific ENL strategies that content teachers can use when working with ELL students. This includes but is not limited to home language dictionaries, graphic organizers, sentence stems/starters, modified/chunked information texts and transcripts of videos. For assessments, ELL students are provided with time and half, reading and re-reading of instructions and home language dictionaries. Additionally, we use a diagnostic tool to evaluate their current abilities in ELA and math. With this data, we create a specialized graduation plan that provides additional support in areas of weakness. As a free standing ENL program, we can provide the mandated minutes of ENL instruction for entering, emerging and transitioning students via course scheduling and an integrated model. Once they have received an expanding rating on the NYSESLAT and a 65 or higher on the ELA Regents, we continue to provide the mandated time of ENL instruction through 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 during their content courses and sessions with the ENL teacher.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

If a student is eligible to be re-identified as an ELL and provides a written request for a review, the LPT will convene to review the student's work record and provide a recommendation to the Principal. The parent and student 18 and over will receive a dated copy of the Principal's recommendation. If the recommendation is not to change the student's status, then no further action is taken. If the recommendation is to change the status, then recommendation is sent to the Superintendent. Based on the Superintendent's decision, the student's program may be modified. All notices and letters sent to parents will be provided in the Home Language and a dated copy will be maintained in the student's cumulative record.

8. 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 at Forsyth Satellite Academy write CCLS aligned curricula for their courses that are appropriate for 9-12 grade students. Using Universal Design for Learning Strategies, the teachers provided modifications of the texts and classroom readers to promote ELL language acceleration to the general text. Additionally, each department has an instructional lead that researches strategies that would be useful for students based on an analysis of their student work. In the past, this has included the translation of texts, providing written transcripts of videos and extended time for tasks. Students that classified as ELL-SWDs receive all services that are mandated by their IEPs and ENL instructional program.

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

We like to program our students in the least restrictive setting for our ELLs with disabilities. As such, we offer ICT classes in each of the core academic areas as well as SETTS. The school makes every effort to ensure that PBAT classes have two teachers to support ELL-SWDs in the writing process. We also schedule the courses during periods to maximize attendance and limit class size which typically falls between the hours of 9:45am and 12:00pm. Also, we use 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 takes these recommendations to create meaningful goals for the students which could include changing IEP models. Teachers are provided with training on Skedula and SESIS to access student IEPs and use this information to write their lessons and course goals.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

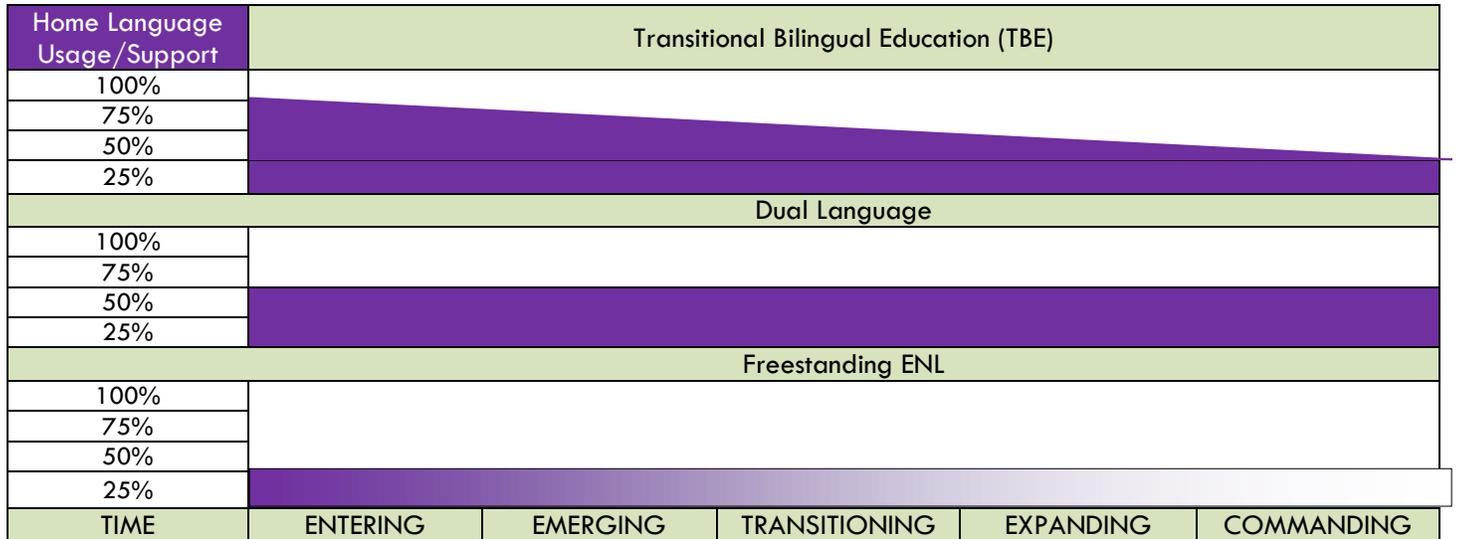


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. School-wide, we offer after/before school individual and small-group tutoring. In departments, there are specific interventions such as brainpop that are utilized to help ELL students access the text and content specific vocabulary. Lastly, we recognize that project based learning works very well for out ELL-SWDs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Currently, the ELL population is on par with the non-ELL students in completing PBATs in the core academic areas. However, the ELL students are experiencing a low pass rate for the ELA Regents exams. This data is reviewed twice per year by the PBAT committee. As a method of ensuring all ELL students are receiving the necessary supports for success, all teachers are provided with a shared GoogleDoc at the start of the school that lists the ELLs, their proficiency levels and additional support notes provided by the ENL teacher.
12. What new programs or improvements will be considered for the upcoming school year?
This year, we will be introducing an integrated freestanding ENL program. Each cycle, the ENL teacher will co-teach core academic classes for ELL students. This is aligned to the new NYS CR Part 154 licensing requirements.
13. What programs/services for ELLs will be discontinued and why?
The single ESL course will be discontinued as our ENL teacher is not dually certified. Since our students are over-aged and under-credited, we must ensure greater success in non-elective classes.
14. 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. We recruit student participation through flyers, bulletin boards and in Family Groups. A licensed pedagogue provides after-school tutoring in the 4 core academic disciplines and the ENL teacher is available for additional literacy support. In the past, ELL students have actively participated on Student Leadership, the Achieve Now Program and our YBI Institute with the TJMaxx companies.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
As a project based learning program, we use many sources of instructional technology to aid our students. This includes, but is not limited to: Geometer's Sketchpad, GoogleDocs, laptops, vernier sensors, Adobe Creative Suite, and video/audio aids. There is also a Smartboard in every classroom for interactive demonstrations of content.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is provided through the online classes and staff members that speak Spanish and Haitian-Creole. WE also have classroom libraries that make use of supplemental resources such as translated documents and dictionaries.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Since the majority of our students are over 17 and are over-aged/under-credited, we track students based on their progress towards graduation. Our ELL support services are designed to provide students with the reading and writing skills to successfully present a PBAT and pass the ELA Regents. To make their services and supports, the ENL teacher reviews their exam history in ATS and their grades in previous humanities courses. The ENL teacher also reviews the intake diagnostic exam with the ELA department to devise possible supports. This data is shared with other academic teachers to plan for differentiation in their lesson plans.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
We conduct student intake throughout the school year. However, as a transfer school, we do not have access to students records before enrollment. After enrollment, the student's records are reviewed by the programming team, the ESL teacher and IEP team (if necessary). A graduation plan is created for the student which is reviewed with the student and parent with the Advisor.
19. What language electives are offered to ELLs?
Spanish
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All school personnel including support staff actively participate in the school's weekly 60 minute Professional Development sessions that are grounded in providing effective classroom instruction for all learners. Specifically, we are focusing on designing coherent instruction, increasing student participation through questioning / discussion and assessment. Teachers will also receive Professional Development through participation in the Literacy Design Institute, The Teacher Leadership Program and series provided by the NYCDOE Borough Affinity Group. The LDC Team consists of the Principal, 2 ELA teachers, SWD teacher, 1 Social Studies teacher, 1 Science teacher, and the ENL teacher. The TLP team consists of the Assistant Principal, SWD teacher, ENL teacher, Science teacher and ELA teacher. The Social Worker receives Professional Development to support the socio-emotional development of ELLs through trainings provided by the NYCDOE Office of Wellness and OYSD. We do not staff a Speech Therapist or Guidance Counselor.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The ENL teacher and at least one teacher of ELLs in each core academic area is a participant on the LDC Team. LDC is a national community of educators providing a teacher-designed and research-proven framework, online tools, and resources for creating literacy-rich assignments and courses across content areas that are CCLS aligned. LDC offers teachers, coaches, and leaders an instructional design system for developing students' literacy skills to prepare them for the demands of college and career. LDC does not provide "off-the-shelf" curriculum units or lesson plans. Instead, LDC empowers teachers to build students' literacy skills and understanding of science, history, literature, and other important academic content through meaningful reading and writing assignments that are aligned to College and Career Readiness Standards (CCRS).
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
FSA only enroll students that have attempted at least one year of high school in another program. As such, we generally must support all students in transitioning to an alternative program. To support students' transition, each student is paired with a Family Group that will anchor their academic and /socio-emotional support throughout their enrollment in our school. Additionally, we have an experienced Social Worker that provides individual and group counseling for SWDs and non-SWDs. We are planning to hire a full-time Guidance Counselor to support students in devising a plan for after high school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Our certified ENL teacher receives over 50 hours of professional development over the course of the school year. This is obtained via PD offered by the 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. The agendas, sign-in sheets and minutes of all PD sessions are maintained in the Principal's Office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The school provides two opportunities for parents to discuss the goals of the program, progress and development with staff. In December, the meeting is offered as a day meeting and then again as an evening session in February. In this manner, we can accommodate the diverse parent schedules. For the December meeting, staff is available to provide translation in Spanish and Haitian-Creole. Spanish speaking staff are available to translate for the February meeting.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Each Advisor and the ENL teacher record outreach as anecdotal logs in Skedula. The minutes, agenda and sign-in sheets for annual meetings are maintained in the annual compliance cabinet in the Principal's Office in the ELL Folder of Critical Documents. Dated copies of all parent correspondence are also placed in the student's cumulative record.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. FSA maintains an open-door policy and parents are encouraged to arrange appointments with teachers and advisors at any time. Additionally, the Social Worker and Parent Coordinator plans monthly parent sessions for special student populations including ELLs that address their specific concerns. They plan 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. She also maintains log of events and activities planned for parents each month and files a report with the central office. The Parent Coordinator is Bilingual and can provide translation services as necessary at the meetings.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school does not have a partnership with a CBO that specifically addresses the needs of ELL families, however, ELL families can receive the same services as non-ELL students through our partnerships with: Grand St Settlement, Creative Connections, DCTv and Sadie Nash Women's Leadership.

5. How do you evaluate the needs of the parents?

The Parent Coordinator is the primary liaison between the school and families. She uses regular phone contact, school surveys and meetings to assess the needs of parents. The information from these sources are forwarded to the School Leadership for implementation assessment.

6. 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 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.

D. Additional Information

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

Paste response 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. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ingrid Roberts-Haynes	Principal		10/23/15
Francheska Howard	Assistant Principal		10/23/15
Erica Campos	Parent Coordinator		10/23/15
Mary Ackermann	ENL/Bilingual Teacher		10/23/15
Linda Gorlick	Parent		10/23/15
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Aimee Lichtenfeld	School Counselor		10/23/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **01M458** School Name: **Forsyth Satellite Academy**
Superintendent: **Kathy Pelles**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Parental involvement is a major component of Forsyth Satellite Academy's instructional program. From the parent orientation during their intake process to the parents meetings for graduating seniors, interventions as well as Parent Teacher Conferences, 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 in our community complete the Home Language Survey and we update this information in ATS. We also request Emergency Contact Cards every year from students and compare/update in ATS. We then run the RHLA report to determine our needs for the school year. Based on the 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 the NYCDOE's Translation and Interpretation Unit.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The results of the Home Language Survey are:
Bengali - 1 (.60%), Cantonese - 1 (.60%), English - 98 (59.04%), French - 1 (.60%), French-Khmer - 1(.60%), Haitian Creole -1(.60%), Japanese -1(.60%), Niger-Congo - 1(.60%), Spanish - 60 (36.14%).

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents our school typically disseminates throughout the year that require translation when they are distributed to families are as follows: Student/Parent Handbook, newsletters, parent-teacher conference announcements and NYS Testing dates, after school program announcements.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The formal face-to-face meetings that our school will typically have throughout the school years are as follows: Parent-Teacher conferences, IEP meetings, Student Interventions, Orientation, un-announced walk-in visits by parents.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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 the same time as the English/Spanish versions.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Bengali: Oral NYCDOE Translation and Interpretation Unit
Cantonese: Oral NYCDOE Translation and Interpretation Unit
English: N/A
French: Oral In-House Staff Member
French-Khmer: Oral In-House Staff Member
Haitian Creole: Oral In-House Staff Member
Japanese: Oral NYCDOE Translation and Interpretation Unit
Niger-Congo: Oral NYCDOE Translation and Interpretation Unit
Spanish: Oral In-House Staff Member

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At our first staff meeting, teachers and all staff members of our school will be given the following documentation to ensure that they are all aware of how to use the translation services and over-the-phone interpretation service: Information Card on Interpretation Services (including safety agents). An internal letter reminding staff of their responsibilities of communication with LEP and the resources available to them.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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 Student/Parent office. We provide 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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Forsyth Satellite Academy will have surveys in place for parents on the quality and availability of our translation services.