

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**12X446**

**School Name:**

**ARTURO A. SCHOMBURG SATELLITE ACADEMY BRONX**

**Principal:**

**MARSHA VERNON**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Arturo A. Schomburg Satellite Academy Bronx School Number (DBN): 12X446  
Grades Served: 10-12  
School Address: 1010 Rev. James Polite Avenue  
Phone Number: (718) 518-3050 Fax: (718) 589-3710  
School Contact Person: Marisa Cibelli-Barrett Email Address: mvernon@schools.nyc.gov  
Principal: Marsha Vernon  
UFT Chapter Leader: Patricia Crispino  
Parents' Association President: Lisa Rhymer  
SLT Chairperson: Princess Campbell  
Title I Parent Representative (or Parent Advisory Council Chairperson): Jenny Perez  
Student Representative(s): Britney Rhymer

**District Information**

District: 12 Superintendent: Kathy Pelles  
Superintendent's Office Address: 335 Adams Street Brooklyn New York  
Superintendent's Email Address: KPelles@schools.nyc.gov  
Phone Number: (917) 861-1095 Fax: 718-923-5145

**Borough Field Support Center (BFSC)**

BFSC: Affinity Director: Alexandra Anormaliza  
Director's Office Address: 335 Adams Street Brooklyn New York  
Director's Email Address: AAnorma@schools.nyc.gov  
Phone Number: (212) 374-0215 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)
Marsha Vernon	*Principal or Designee	
Patricia Crispino	*UFT Chapter Leader or Designee	
Lisa Rhymer	*PA/PTA President or Designated Co-President	
Princess Campbell	DC 37 Representative (staff), if applicable	
Jenny Perez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Britney Rhymer	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Treyvon Hayes	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Heriberto Guzman	Member/UFT	
Christina O'Sullivan	Member/ UFT	
Valencia Robinson	Member/Parent	
	Member/	
	Member/	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

Arturo A. Schomburg Satellite Academy is a transfer school with 210 students from grade 10 through grade 12.

Our mission is to offer students an alternative opportunity to prepare for college and career by achieving their Regents H.S. diploma through portfolio based assessment rather than standardized testing. In our safe community students enter without labels and are appreciated as learners on the path to success. We do this by (vision):

1. Embodying the spirit our namesake Arturo A. Schomburg, a man who refused to accept stereotypes about African and Latino histories and thus researched the truth for himself and the world.

- We look at ways to modify CCLS aligned curriculum to make the concepts connect first hand with students' lives or real world situations. Teacher's also have choice in the topics/concepts they cover each semester based on curriculum resources that have been approved by the administration. They can also bring in additional primary/secondary resources to supplement their courses once and work with administration to finalize and approve. This is a structure that we have developed and improved upon over the last year and plan to continue with this work to bring quality instruction to our students.

- Students are constantly conducting independent research to prepare for their final graduation requirement and are given choices in topics they would like to delve deeper into.

- Our community also believes in restorative justice practices and use conflict resolution strategies such as mediations to deescalate altercations and allow community members to speak their truth and come to a resolution.

2. Equipping our community members with the critical real life skills and resilience necessary to combat the inequities in society that threaten their success.

- Our Seminar structure allows for all students to take a semester long class first thing in the morning that focuses on college and career skills, general academic supports, and social emotional development. All students are required to take two different sections of this class and present a Seminar PBAT to finalize their graduation requirements.

- We do block scheduling and a Cycle system to imitate a schedule that is more closely aligned to a college course, and allows for our students to start gain some/most of their credit if they end up being in a situation where they cannot complete their academic work in a certain time period. Teachers are also able to have extended time with students to thoroughly cover a concept.

3. Through our project and performance-based curriculum, our students become reflective and accountable life-long learners.

- In classrooms, teachers are using thoughtful student groupings and UDL-designed curricula/units/lessons to ensure that all learners, including students with disabilities and English language learners, are achieving success.

We have made strides in showing effective leadership by allow our students and staff to have a voice in school wide decisions which can be seen through the following structures that were created by faculty members:

- We have a House structure that has evolved into two houses (Core & Scholars) so that students can have an orientation semester where they not only receive academic instruction but also gain a better understanding of the schools structures and positive habits that will make them successful. Then in Scholars the structures can continue while students have more opportunities to take the academic classes they need in order to reach their graduation requirements. In the past this structure was much more rigid and limited our student academic opportunity.
- Currently, we have a block scheduling/cycle structure that our teaching staff votes on every year which allows for us to have academic blocks of 95 minutes that rotates 4 times a semester. This allows for students to experience a class that is more closely related to what a college course would look like, allows for teachers to have more time to facilitate; hands-on, group work, independent research opportunities. This structure also allows for students to be able to focus on 1-3 academic classes at a time and then transition to a different set of classes when the cycle ends.
- We have been able to hire a teacher on F-status to help facilitate work in our Community Garden, help with our Sustainability plan, work to make modifications and training for our Seminar curriculum, and facilitate several grant writing opportunities. As a result we are strong contenders in several grant opportunities.

Our school population comprises 42% Black, 56% Hispanic, 1% White, and 1% Asian students. Our student body includes 7% English language learners and 8% special education students. Boys account for 37% of the students enrolled and girls account for 63%. The average attendance rate for the school year 2013-2014 was 63.7%. We are closing out the 2014 – 15 year at 64.20% which shows that we are making little gains with our attendance and is a reason why it will be one our focus areas. However saying that we will work on improving our attendance is easier said than done as it is a multifaceted problem that connects to this year's goals:

- Improving Instruction specifically in Danielson's Domain 3 (Questioning & Discussion, Engaging students, and assessments). If students are not engaged in a class they will not continue to attend said class.
- We will look at the way community members are able to have a voice and feel empowered. If students/teachers do not feel safe and content in their environment then they will spend less time in it.
- Improve on our structure for scaffolding academic information to ensure greater success for our students with their major assessments. A successful student is a motivate student. A motivated student usually shows up to school.

## 12X446 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	10,11,12	Total Enrollment	227	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	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	1	# Music	N/A	# Drama	N/A
# Foreign Language	3	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	72.1%	% Attendance Rate			63.7%
% Free Lunch	74.3%	% Reduced Lunch			4.4%
% Limited English Proficient	8.0%	% Students with Disabilities			9.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			39.8%
% Hispanic or Latino	58.0%	% Asian or Native Hawaiian/Pacific Islander			1.8%
% White	0.4%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.44	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			35.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			3.34
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	38.2%	Mathematics Performance at levels 3 & 4			N/A
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					
<b>Accountability Status – Elementary and Middle Schools</b>					
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				
<b>Accountability Status – High Schools</b>					
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.

Based on the results of the 2014-215 Quality Review, “there are uneven levels of questioning, student discussion, peer and teacher feedback. Inconsistencies across classrooms limit opportunities for students, particularly English language learners and student with disabilities, to participate in rigorous discussions and become engaged in challenging tasks, thus limiting student achievement and hampering college and career readiness among students.

Teaching strategies do not yet consistently support high levels of student discussion, and research practices observed did not always lead to rigorous student work products.

Based on the Danielson Framework observations conducted this year 45% of our teaching staff earned a Developing or lower rating in component 3B (Questioning & Discussion) and an average of 36% earned a Developing or lower in Domain 3 as a whole thus confirming the need to improve on implementing rigorous instruction through discussion, assessment, and egging all students through the use of multiple strategies and Danielson Framework.

We will also look at how we scaffold our assessments to align to standards and the PBAT process which is another area that was highlighted as needing improvement in our last QR.

One of the strengths of our school is the actionable feedback we provide to our teachers. The last PPO visit, it was stated that we provided extensive actionable feedback to support our teachers growth. This then also influences the schools PD plan for the year as we continue to work towards making PD more individualized for our staff.

We have also done a lot of work making sure that curricular tasks were aligned across all classrooms to Common Core State Standards and scaffold to provide access to all learners. This was highlighted as an area of celebration (as we were Developing in the past) though the next step is to now work on aligning all assessments to do the same.

### 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.

AASSAB will improve instruction and assessments through use of Danielson Framework, and alignment in Common Core Learning Standards (CCLS), Citizen Scholar Research Methodology (CSRM) and Consortium Standards. By June 2016, we will see an increase of at least 5% average of teachers earning effective on the Danielson Framework 3b, Questioning and Discussion through standardizing school wide benchmarks and having a strong focus on this area in PD. There will also be a 5% increase on class pass rates with this goal in mind .

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>1. AASSAB will improve instruction through the use of the Danielson Framework for evaluation and development as part of the measures of teacher practice portion of the new teacher evaluation system. We will also improve on instruction by focusing on a triangulation of standards and practices in Common Core Learning Standards (CCLS), Citizen Scholar Research Methodology (CSRM) and Consortium Standards in all subject areas. Teacher ratings will help to track growth along with student work products and class pass rates.</p> <p>The administration will also review and give feedback on all course outlines, teachers lesson plans, and have conducted academic audits to track teaching staff progress on alignment to this school goal.</p>	<p>Teachers</p>	<p>From September 2015 to June 2016. On a 5 week basis.</p>	<p>Administration, Teachers, Professional Developer, Consultants/Coaches.</p>
<p>1. We have developed a comprehensive Professional Development plan for the whole year which averages 710 minutes (11 – 12 hours) of PD a month for the teaching staff in addition to having the option of participating in specialized PD outside of the school. The focus in these PDs are understanding Danielson Framework, CCLS/CSRM/Consortium Alignment with a focus on benchmark assessments, Tools and Strategies for effective teaching practices, Looking at Student Work &amp; Data.</p> <p>2. The administration has conducted all IPC meetings and developed a rotation schedule to observe and give feedback to teachers in a timely manner. The data from this system is also used to give the whole school a general summation of what teachers are doing well or struggling in which allows the administration and PD team to reflect on/modify upcoming PDs.</p>	<p>Teachers Admin &amp; Teachers Teachers</p>	<p>From September 2015 to June 2016</p> <p>1<sup>st</sup> Round by Oct. 2015 with monthly check ins. 2<sup>nd</sup> Round in May</p>	<p>Administration, Teachers, Professional Developer, Consultants/Coaches.</p>

<p>3. Teachers who are noted as struggling from the first round of feedback observations will receive additional support from school administration, Professional Developer, and/or Coaches. Logs will be emailed to the teacher and administration to track support and growth will be tracked by observation report comparisons. In addition to class/PBAT pass rates.</p>			
<p>1. Teacher's will be grouped in collaborative teams that will be based on either subject area or pedagogical needs to work on giving constructive feedback to each other on assessments; how they can be differentiated for multiple learners, lead up to the final graduation requirements, and be used to track student growth or needs for early interventions. A lead/senior teacher will be expected to meet/send reports to the administration or designated support person to ensure that all teams are receiving the support they need.</p>	Admin & Teachers	From September 2015 to June 2016	Administration, Professional Developer, Consultants/Coaches, Teachers
<p>Parents will continue to receive "Danger of Failing" letters mid cycle in addition to phone calls twice a week from students' teachers who are struggling. The students who are progressing will also receive phone calls at least twice a week from their teachers so that their parents can be informed of the rigorous work they have been able to complete. The school will send a quarterly newsletter that gives parents and families academic or structural updates at the school. The interventions for struggling students will be tracked to see if they were successful in helping the student to be successful.</p> <p>Throughout the year we will conduct parent workshops with topics that may include: understanding educational accountability grade-level curriculum and assessment expectations; how they can help to reinforce literacy at home in regards to helping students to meet their academic assignment deadlines, accessing community and support services; and technology training to build parents' capacity to help their children at home.</p> <p>Administration will monitor staff's progress of regular written communication between teacher and the home in a format, and to the extent practicable in the languages those parents can understand; and use translation services/personnel to communicate with parents.</p> <p>The Parent Coordinator and other staff members will regularly attend PTA meetings to share information and respond to parent questions or concerns.</p>	Parents, Parent Coordinator, & Teachers	<p>Every Cycle From September 2015 to June 2016</p> <p>1<sup>st</sup> work shop by Nov. 2015</p> <p>2<sup>nd</sup> work shop by March 2015</p> <p>From September 2015 to June 2016</p>	Administration, Parent Coordinator, Teachers, Parents

**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.

1. Two administrators to 17 teaching staff members allows for the two administrators to create an observation rotation schedule to ensure that all staff are receiving timely feedback whether they are primarily in the classroom . In addition to implementing a plan where teachers can receive additional support from administration, coaches, and professional developer.

2. Due to a number of SBO votes the schools schedule is created to be a block schedule that allows for teachers to have two additional preparation periods that are slated for Professional Development, Inquiry work or Curriculum development. There is also an opportunity to have common planning time for each department twice a month which equates to a significant amount of time for staff members to be professionally developed and receive feedback from administration, coaches, and peers.

3. One of our teaching staff members is our UFT Professional Developer, in addition to having an Aussie Consultant and other possible Coaches; consultants, teachers, administration, we have a number of members who can provide additional support to pedagogical staff .

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

Our progress towards this goal will be on a quarterly basis: October, January, March, & June. The benchmarks will be as follows:

- Danielson data review and comparisons; there will be comparisons from last year to current rates and quarterly to track pedagogical growth and areas of improvement.
- Feedback and final reviews/implementation of unit plans and student work products from said plans. This will be done in PD or individual meetings with teachers. Each semester there will also be a specific amount of time dedicated to doing learning walks and conducting inter-visitations within the school and with colleagues in other schools with constructive feedback.
- There will also be a review of class pass rate data and comparisons from years or cycles .

**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.

In recent school survey reports over 20% of students and teachers have indicated that they either do not feel safe in the school community or feel like their administrator/teacher does not care about what they think. In addition, at the end of the June 2015 school year the school experienced low retention rates of teachers who moved on to other career opportunities for various reasons.

The decision was also made at the beginning of last year to disband the school’s basketball team and begin to rebuild the standards of academic achievement and civility for student athletes in the community.

**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.

Arturo A. Schomburg will implement a system for students and community members to participate in school wide decisions and give constructive feedback on improving school wide structures. Resulting in a 5% increase in school events, student activities, and school survey results.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>This year both the Principal and AP have become members of Department meetings, Weekly Inquiry sessions, and also</p>	<p>Teacher</p>	<p>Every 2 weeks from</p>	<p>Teachers and Administration</p>

<p>facilitate monthly Curriculum development sessions and Calendar change half day PDs, and bi-weekly staff meetings to provide support on CCLS alignment, Course Planning, Assessment Evaluation, and all other areas that pedagogical staff will need support in. Moving forward their will also be a Senior Effective teacher to new or struggling teacher mentoring program through C-6 positions. So new or struggling teachers will be able to get support from colleagues and the mentors will meet regularly with the administration to discuss needs and growth.</p>		<p>September – June</p>	
<p>We also have on staff a UFT Professional Developer who facilitates the weekly Inquiry sessions, full day PD, and mentors untenured or staff needing extra support to achieve this goal. The UFT PD also works with two staff members whose Circular 6 position is to work with the UFT PD and facilitate monthly teacher lead Curriculum Development sessions with a focus on CCLS alignment. We also have an Aussie Consultant and a Network Achievement Coach who meets with the administration, designated departments, and individual teachers to provide additional support to help staff to achieve this goal. Each academic department also is expected to use their bi-weekly department meeting time to discuss and check in on the strategies they have implemented to increase students skills in argumentative writing and /or reading comprehension skills. In addition all teaching staff meets twice a month to discuss groups of students that are struggling academically and next steps.</p>	<p>Teachers and Professional Developer,</p>	<p>Monthly Sept. - June</p>	<p>Teachers, Administration, Coaches, Professional developers</p>
<p>There will be monthly school wide events to either celebrate holidays, academics, and planning for the future. Such as: career fair, college trips, social activism day, cultural heritage months, etc. The school Cosa will work with the student Council and meet with them weekly to plan these events. They will also be required to meet with the administration at least once a month to discuss and plan for the events as well.</p>	<p>Students, teachers, community.</p>	<p>Monthly Sept. - June</p>	<p>Students, teachers, community, administration</p>
<p>There will be monthly town halls that will be conducted during the first period of the day (Seminar) for students to discuss different issues and topics with the administration. This format will also occur at PTA meetings so that all community voices are heard.</p>	<p>Students and parents</p>	<p>Monthly Sept. - June</p>	<p>Teachers, administration, PTA</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ol style="list-style-type: none"> <li>1. Two administrators to 17 teaching staff members allows for the two administrators to divide teacher and student classes into two groups where they can meet with them regularly to discuss school issues or receive support.</li> <li>2. Due to block schedule there is a time when all students should be in the same Seminar class in the morning and can participate in Town Halls.</li> </ol>

3. Our SLT and PTA will work with our parent coordinator to conduct more parent outreach.

One of our teaching staff members is our UFT Professional Developer, in addition to having an Aussie Consultant and other possible Coaches; consultants, teachers, administration, we have a number of members who can provide additional support to pedagogical staff .

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

We will conduct a quarterly survey for parents and students.

We will look at School Survey results.

We will look at the amount of events conducted in the past and do a comparison analysis.

We will look at class pass rates and parent participation to see if it has increased from the previous year.

**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 review of school data with regards to the ELA Regents it was noted that the pass rate has decreased over the last 3 years from 70% to 55% to currently 45%. So far 2015, 44% of our student population has passed the ELA exam showing a major need for improvements. This can be due to many factors such as the passing standards changing from a 55 to 65 depending on the student’s cohort and the changes in exam format. With these factors in mind upon a deeper review of what our students struggled with we were able to infer that they had some challenges in reading comprehension in the multiple choice areas of the test and in the argumentative writing areas of the short answer essays. So there was a strong need for our English department and all other subject areas to begin focus on improving our student’s literary skills and aligning all courses to CCLS (which has a strong focus in this area).

### 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.

Arturo A. Schomburg Satellite Bronx will improve student’s skills in reading comprehension and argumentative writing school-wide by having all subject teachers collaborate in common planning times and department meetings to have all units of study aligned to Common Core Standards in particular Reading Informational Text 1 & 10; in addition to writing standard 1. This will be measured through an department/school wide analysis of curriculum outlines and units, diagnostic assessments/testing, a 3% increase of students who receive a 65% or above on the ELA Regents by June 2016, and a 5% increase in students receiving Pass or higher on Performance Based Assessments Tasks (PBATs) in Math, History, and Science from the previous year.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>1. English department will collaborate to create an intensive ELA prep program that uses acuity reports, two practice ELA assessments, Literary Analysis assessments, and past ELA exams to analyze/assess the skills/needs of students in the 2010 &amp; 2011 ELA cohorts.</p>	<p>Though we would like to see these improvements in our student population school wide we will have a specific focus on our ELL population.</p>	<p>On a quarterly basis a pre-diagnostic test will be given: Oct. 19, Nov. 20, Feb. 2, March 11, April 13,</p>	<p>1. ESL, English Teachers and administration.</p>
<p>In addition, to this strategy for the ELA, the English and all other departments will continue to use instructional tools that focus on making a claim, counter claim, and supporting evidence through the schools triangulation model of aligning the CCLS to our CSRM (Citizen Scholar Research Methodology) and the Consortium state standards. All departments will begin to also focus on interpreting/analyzing the meaning from figurative texts in order to prepare students for the new CCLS aligned English Regents.</p>	<p>Teachers</p>	<p>From September 2014 to June 2015.</p>	<p>Teachers &amp; Administration</p>
<p>1. There will also be a 3 tiered AIS program so that all students will be able to receive an individualized plan for receiving support in completing their designated assessments. Thus spreading the focus of the literacy skills students need to be successful in College and Career across all subjects. At the end of each cycle students will be given a post assessment to track growth, gauge how prepared they are for the final assessment, and what additional supports they need.</p>	<p>All Students who are slated to take final assessments: PBAT's &amp; ELA Regents</p>	<p>Every 5-6 weeks throughout the year.</p>	<p>Teachers</p>
<p>1. The school will host a curriculum fair for parents to experience what the students have learned and produced.</p>	<p>Parents</p>	<p>Every 2 months</p>	<p>Parent Coordinator, Teachers, Administration, PTA</p>

<ul style="list-style-type: none"> <li>• There will be parent workshops with topics that may include: understanding educational accountability grade-level curriculum and assessment expectations; literacy and how to ensure that your child is meeting deadlines, and technology training to build parents' capacity to help their children at home;</li> <li>• providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;</li> </ul> <p>1. Regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parent can understand; and use translation services/personnel to communicate with parents</p>			
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>1. We have a Guidance Counselor who worked over the summer to begin program students for what they needed in collaboration with the administration and teaching staff to ensure that classes and content aligned with that goal.</p> <p>2. We are a part of the NYS Consortium which allows for us to have a waiver from most of the NYS Regents examination by having our student complete Performance Based Assessment Task that are aligned to Consortium and state standards. I might delete this since they are required to take the ELA Exam.</p> <p>3. Our Block scheduling allows for opportunities for common planning sessions and department meetings on a weekly/bi-weekly basis and for students to attend tutoring session a minimum of four times a month.</p>										
<p><b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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.</p>
<p>We will look at ELA data for students in English classes every 5-6 weeks.</p> <p>We will look at bench mark assessments in all subject areas and track student growth.</p> <p>We will collaborate with other schools who have a hire pass rate and implements some of the strategies that have proven success rates by the end of each semester.</p> <p>Give Quarterly pre-assessments for exam.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>



**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**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></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.

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

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> 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.

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**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**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></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.

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

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> 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.

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**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.)
<b>English Language Arts (ELA)</b>	<p>* ASSAB has a 3 tiered AIS plan for all students to help them to complete PBAT/Regent final assessment. Students who are on track receive the some assistance to stay on track by being required to complete at home review work, attend the minimal requirement of after school/office hours prep sessions, and check in with the teacher at least once a week. When a student has not completed bench mark tasks/assessments , is struggling in the course, and/or have attendance issues they are they placed in the other two tiers depending on the severity of their challenges.</p>	<p>*Our strategy will be individualized for each student that takes into consideration their academic challenges and needs. These strategies will start with some diagnostic testing/data review with the students to assess actual academic short falls and then lead to devising a plan to help the student be successful. Note in order for this plan/any plan to work the student has to commit to being present.</p>	<p>*The method will vary based on the individual student. Some of those strategies will be: small group instruction, study labs, peer tutoring, one –to – one tutoring, etc.</p>	<p>*Depending on the students schedule these services will be provided during the school day: Our block schedule allows for students to sometimes have a schedule where they only need one class and then can do independent work or work with a tutor to complete final task/assessments. There are also office hours in our schedule to allow for students to have a set time every week where they can get additional help from their teachers.</p> <p>Before: Some teachers arrange to work with students an hour before the school day begins.</p> <p>After school: Some teachers arrange to work with students after school depending on students work schedule.</p>
<b>Mathematics</b>	*	*	*	*

<b>Science</b>	*	*	*	*
<b>Social Studies</b>	*	*	*	*
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	*Student's that need at risk services first participate in a meeting with their parents and school personnel. Then a plan is devised that includes a regular frequency of meetings with Social Worker and/or outside services (depending on severity of concern). The plan will also include academic deadlines and requirements.	*	*	*

## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### 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.
<p>The leadership model of Arturo A. Schomburg Academy is to have collaboration with teachers and the community in the decision making process when possible. The teaching staff at Schomburg is involved in the recruiting of new teachers if there are any vacant positions.</p> <ul style="list-style-type: none"> <li>• The administration and teacher committee recruits at various teachers colleges, fairs, and organizations for candidates who are highly qualified.</li> <li>• The candidates then go through the schools hiring process of having their resume reviewed and a phone conversation, followed by a demo-lesson and group interview conducted by the schools hiring committee and students.</li> <li>• Most if not all candidates are highly qualified and if they are not then the administration sets aside funding in the budget to help teachers continue in their education to become highly qualified. In addition mentors are assigned to support struggling and un-qualified teachers.</li> </ul>

#### 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).
<p>We have developed a comprehensive Professional Development plan for the whole year which averages 710 minutes (11 – 12 hours) of PD a month for the teaching staff in addition to having the option of participating in specialized PD outside of the school. The focus in these PDs are understanding Danielson Framework, CCLS/CSRM/Consortium Alignment, Tools and Strategies for effective teaching practices, Effective Evaluations, Chancellors Expectations, Looking at Student Work &amp; Data.</p>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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. **Arturo A. Schomburg Satellite Academy Bronx**, 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. **Arturo A. Schomburg Satellite Academy Bronx** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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) Template**

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

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

**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	Borough <b>Bronx</b>	School Number <b>446</b>
School Name <b>Arturo A. Schomburg Satellite Academy</b>		

### 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 <b>Marsha Vernon</b>	Assistant Principal <b>Flora Padro</b>
Coach	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Kirsy W. Duverge</b>	School Counselor <b>Mery Lawrence</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Lisa Rhymer</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Marisa Cibelli-Barrett</b>
Related-Service Provider <b>Alexandria Swatocia</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Kathy Pelles</b>	Other (Name and Title) <b>type here</b>

### 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	1	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)	200	Total number of ELLs	10	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 checked="" type="checkbox"/> No <input 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	10	<b>Newcomers</b> (ELLs receiving service 0-3 years)	6	<b>ELL Students with Disabilities</b>	2
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	4	<b>Long-Term</b> (ELLs receiving service 7 or more years)	4

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	6			4		2	0			0
<b>Total</b>	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											3	4	3	0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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 Spanish					1	1			0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	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											3	4	3	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)												0	0	0
<b>Emerging</b> (Low Intermediate)												2		0
<b>Transitioning</b> (High Intermediate)											1	1	1	0
<b>Expanding</b> (Advanced)												1		0
<b>Commanding</b> (Proficient)											2		2	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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total											16	9	5	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											4		1	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	8		0	
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics	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	0			
Geography	0			
US History and Government	0			
LOTE	0			
Government	0			
Other _____	0			
Other _____	0			
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	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.  
As a transfer school, part of our application process entails a reading and writing exam, requiring students to display their literacy skills. This exam is graded by an ESL or English teacher and the results are shared with teachers. After this initial assessment, the BRIGANCE writing and math evaluation tool is administered to further gauge the dynamics of skills level, grade and age level for reading, writing, and math.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
We have noticed that our ELL student population are generally stronger speakers and listeners than readers and writers. The latest NYSESLAT scores are indicative of this trend in data where scores were lower for reading and writing and higher for speaking and listening. As a portfolio based school, our students usually struggle through our PBAT process and require a lot of support from our ELL teacher and other teachers in order to scaffold the work which require a certain amount of reading and writing skills. PD on building scaffolded and differentiated essay organizers that include sentence starters from the book 'They Say I Say' as well as developing a writer's manual that all teachers and students have access to will aid in supporting these data patterns.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
We use the AMAO tool to set professional teaching goals in cordination with an action plan on how will students be supported to achieve academic achievements. There is usually a focus on setting AMAO for pedagogical practices and instruction while using student assessment data to track effectiveness. The AMAO Tool is also used to inform instruction on long-term ELLs, possible SIFE and to backward plan for meeting our AMAO I & II projected measures.
- 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?

- a. N/A as we are a portfolio based school who only administers the ELA Regent.
- b. We are creating an AIS Plan for students, to ensure that they receive additional services they need like extra tutoring time, portfolio evaluation and support and other academic assistance as needed.
- c. N/A
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide*, Support Services for ELLs (RTI and AIS) section and *RtI Guide for Teachers of ELLs*.]  
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?  
The one-on-one interviews conducted during our intake process offers insight into a student's language use and needs by assessing the written work using a rubric. This information, along with educational history information such as transcript and RISA reports, is gathered and noted as an early diagnosis and the results are shared with the ESL and Special Services Teacher to help inform tailored instruction. These support staff then work closely with the content teacher to help further support the student's second language.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
When evaluating the success of our ELL program, we look at several factors. One, the pass/fail rate of ELLs taking the English Regents offer insight into the areas of this assessment where students need more instruction and which areas are strong that can be used as a foundation block. Two, the pass/fail rates of ELLs completing a Portfolio Based Assessment Task helps us assess our program by reviewing final written products and re-evaluating a student's instructional minutes beyond the mandates. Lastly, using the NYSESLAT scores to examine the success of our ELL program is likely our greatest tool. The modality scores allow us to better create individualized goals for each students.

## Part IV: ELL Identification Process

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

- 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.  
As a transfer school, we rarely receive new students to the public school system. In the event that we did, after the informal oral interview, the HLIS would be administered by an ESL teacher after the parent having been identified as speaking another language at home from our school intake application. This would occur before the tenth day of enrollment. If necessary, a testing date is scheduled with the student and the ESL teacher will administer the LAB-R. Parents are accommodated using home language support during this intake process by calling the Translation and Interpretation Unit if and when necessary.
- 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).  
Due to the fact that we are a transfer school and students have attend another school prior to transferring to our school we usually do not assess for SIFE. So our students usually take a SIFE questionnaire prior to coming to our school. However in the off chance that a student has never taken one and their student work shows that giving one would be beneficial, we then administer a questionnaire.
- 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).  
Due to the fact that we are a transfer school and students have attend another school prior to transferring to our school we usually do not assess for SIFE and IEPs. So our students usually are usually identified prior to coming to our school. However in the off chance that a student has to be evaluated for any deficiencies our IEP Committee follows up with having them assessed/identified.
- 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.  
As a transfer school, we have an intake process which requires both parent/guardian and student to attend. One section of this 3-hour orientation includes the distribution and completion of the Parent Survey and Program Selection. Each form is collected and retained in the student's school folder where all academic records are held. Outside of that time period we mail the documentation home and give a copy to the student to bring home within 3 business days to ensure that the letters are distributed accordingly.

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).  
Due to the fact that we are a transfer school and students have attend another school prior to transferring to our school we are not the original identifier of ELL's and thus are not the ones to inform them of this right. However on the off chance that we are the original identifier we will call a meeting to discuss the results and inform them of this right.
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.  
As a transfer school, we have an intake process which requires both parent/guardian and student to attend. One section of this 3-hour orientation includes the distribution and completion of the Parent Survey and Program Selection. This process happens before a student is admitted so the timeline varies as we have a rolling enrollment.
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.  
As a transfer school, we have an intake process which requires both parent/guardian and student to attend. One section of this 3-hour orientation includes the distribution and completion of the Parent Survey and Program Selection. Each form is collected and retained in the student's school folder where all academic records are held.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
We have a staff member review all student files to ensure that documentation is present before acceptance. However as we are not their first official high school the survey/program selection is usually not retained with us.
9. Describe how your school ensures that placement parent notification letters are distributed.  
We have a staff member review all student files to ensure that documentation is present before acceptance. However as we are not their first official high school the program placement notification is usually not retained with us.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
We have a staff member review all student files to ensure that documentation is present before acceptance. .
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.  
Because ELL students are placed in small groupings within general population classes, the ESL teacher is able to pull them out in small groups for testing. The ESL teacher, along with another faculty member with a teaching license, administer the Speaking section together, after coordinating schedules and availability.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
They are sent out via the mail and with students to be brought home within 5 buisness days of receipt.
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).  
The trend in parent selection for program choice is ESL instruction. Because of this continuous trend in parent choice we hired a permanent ESL teacher who is on staff full-time. Out of the 10 ESL students(note as we are currently doing enrollment the number may increas), all have ESL as their program of choice.

## 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.

Our ENL program is based on a mainstream structure with heterogeneous groupings during classes. However, when students are pulled out the ESL teacher tries to do it on a homogeneous level to focus on specific skills for the students or specific class projects. ESL teacher co-teaches with a content teacher to provide mandated support minutes using an integrated model. There is one freestanding ESL classroom that provides mandated support using the standalone model.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
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)?

The ESL teacher meets with the administration and school programmer on a regular basis to work on programming students to meet these minutes and determine the model that may best support learning depending on the proficiency level determined by the NYSESLAT. Available programming options include both standalone and integrated ESL instruction models.
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.

ENL students are mainstreamed into core content if not all classes. Core content is taught by a content teacher and classes are co-taught with an ESL teacher using an integrated model. Materials used in all classroom includes a Promethean board to provide multiple access points including visual support for instruction and modeling, graphic organizers, glossaries and manipulatives whenever applicable.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

As a portfolio school, we only administer the ELA Regents exam.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We assess our ELLs in the four modalities of English acquisition by conducting a practice NYSESLAT exam throughout the school year. These scores allow us to compare actual NYSESLAT scores and determine any shifts in proficiency and progress.
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
  - a. We do not often have SIFE students applying to our school, but if we did, we would create and AIS plan that involves assessing skill level. This plan would be carried out by the ESL teacher and other support staff such as the Social Worker and the Special Services teacher.
  - b. We do not often have newcomers apply to our school, but if we did, we would ensure student was receiving the mandated hours by an ESL teacher. We would work closely with parent/guardian to ensure that the student could test out before becoming an LTE.
  - c & d. Because we often have students who have received (6) or more years of ELL instruction, we ensure that these students are provided with their mandated minutes as well as offer additional meeting times with an ESL instructor. Testing accommodations are provided for the ELA Regents exam as well as testing accommodations as per the Consortium.
  - e. F-ELLs receive their mandated minutes of instruction during two years after testing proficiency or commanding. Testing accommodations are provided for the ELA Regents as well as testing accommodations as per the Consortium during this time of extended support.
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.

Labels do not matter or affect the quality of education at our school. In addition, we do not force our students and their families into a label that they have not requested. So if the student/family has requested to be re-identified then it should not adversely affect their academic progress. In other words we usually do not experience this.

Chart 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?

Anything that works: sentence starters, image prompts, use of various media, minimal interpretations, recasting, use of graphic organizers and scaffolds are just to name a few. All IEPs are reviewed by the Special Education Coordinator who annotates, schedules, communicates and coordinates the service mandates required by each student. We have not had a student apply requesting bilingual services but in the event that we did have such an applicant we would see if we could elicit more interest in such a program and hire the appropriate personnel and/or refer the student to nearby schools that offer such 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?

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

### 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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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(u) 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.

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

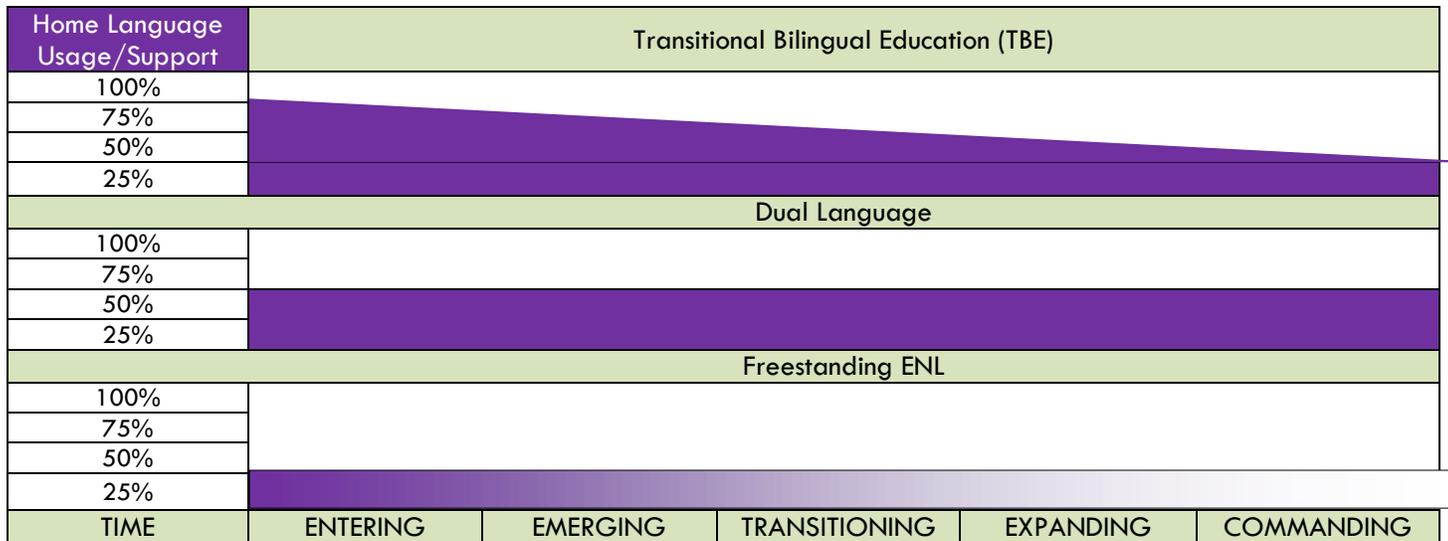


\*Note: “other approved services” does not apply to New York City at this time.

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 students are mainstreamed into academic classes with our ESL teacher offering support through push in/pull out methods in small groups. She also works with the ESL population for 45 minutes every morning to work on the English proficiency or offer additional support in their academic classes. ELA instruction is provided through an integrated model with co-teaching and in the standalone model.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
We are a two year program and our trends have showed that our ESL teacher is able to show growth in students NYSESLAT proficiencies and the number of ELL students who pass the English Regents within a year and a half. We would like to improve this time span to be earlier on after the student is accepted though we are able to help them to graduate from high school within our program's time line. Communication informing content teachers and staff who the ELLs are usually comes from the ESL teacher. The ESL teacher also conducts professional development to teaching staff on literacy and ELLs.
12. What new programs or improvements will be considered for the upcoming school year?  
Figuring out ways to stream line our process and have more PD sessions on offering ELL and all students multiple entry points for students to access content. In addition, reinforcing reading and writing skills across the board so that students are able to pass their assessments at a higher rate.
13. What programs/services for ELLs will be discontinued and why?  
None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
As mentioned earlier we try not to label our students so ELL's are afforded the same (if not more) opportunities of our student population. Extra-curricular activities include acting and dance classes and science internship opportunities. Flyers and announcements and opportunities to register is open to all students at the same time. When necessary, a translated permission slip, flyer and announcement is provided.
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.  
Common Core curriculum in all subject areas as well a Promethean board in all classrooms, laptop carts are available for students to use, most classrooms have laptop desks and access to the Mac lab is available to students by appointment.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
All instruction is delivered in English with our ESL teacher giving support in small groups. Bilingual dictionaries and glossaries are available for use and teachers are encouraged to use buddy systems and differentiated groupings to support language acquisition in the classroom.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
This is something that is reviewed before they are accepted to the school and can change as they progress through our program. So it varies and depends on the students needs.
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).  
All students meet with our intake committee and later our Guidance Counselor to discuss their possible track to graduation and the plan for them to be successful in our program.
19. What language electives are offered to ELLs?  
Spanish 1 and Spanish 2
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)?

N/A

## 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.)  
Our ELL personnel go out to work shops within the DOE to be professionally developed in that focal point. Within the school they receive approximately 10-11 hours of PD a month on pedagogical best practices, Danielson strategies, and providing multiple entry points for students. Teachers are also providing PD to their colleagues a few times throughout the year.
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?  
Our ESL teacher, Professional Developer, and occasional outside coach facilitates a PD session on strategies to support ELL's to all of our pedagogical staff members. PD topics vary such as informing of mandated minutes, breakdown of proficiency level and their impact in the classroom, scaffolding and grouping strategies and literacy building strategies, to name a few.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
We try to ensure that all of our students are provided with the skills necessary for college or career through our courses that break down academic writing and independent research as students are prepared to complete their final assessments which is a Performance Based Assessment Task. We feel that this will help them to transition into life 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 ELL personnel go out to work shops within the DOE to be professionally developed in that focal point. Within the school they receive approximately 10-11 hours of PD a month on pedagogical best practices, Danielson strategies, and providing multiple entry points for students. Teachers are also providing PD to their colleagues a number of times throughout the year. All agendas are retained electronically and are stored by our professional developer.

## 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 ESL teacher coordinates parent meeting for our ENL population throughout the year with an initial meeting when students are first enrolled and at least one other subsequent meeting in person or over the phone to discuss the goals, results, and any other necessary items. If and whenever necessary, either internal fluent staff provide translation services and/or the Translation and Interpretation Unit is called.
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.  
The ESL teacher keeps a record of said meetings and also places a copy in students file. Being that our current ESL population's second language is Spanish and our ESL teacher speaks Spanish, she is able to communicate in the home language. In the event that an ESL student's parent does not speak Spanish, the ESL teacher will provide translation services as provided by the DOE.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
All parents are welcome to participate in our PTA and SLT committees and are invited to community events such as Holiday celebration, Field days, and college weeks.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Not at this time.
5. How do you evaluate the needs of the parents?  
Surveys at events and teacher conversations with the families. Specifically at parent-teacher conferences, parents complete the school survey which evaluates the needs of the parents.
6. How do your parental involvement activities address the needs of the parents?  
A parent survey allows for us to ask what their needs are and cater parent work shops to fit those needs.

#### **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.

## **Part VI: LAP Assurances**

School Name: Arturo A. Schomburg Satellite

School DBN: 12X446

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)
Marsha Vernon	Principal		10/30/15
Flora Padro	Assistant Principal		10/30/15
Marisa Cibelli Baret	Parent Coordinator		10/30/15
Kirsy Duverge	ENL/Bilingual Teacher		10/30/15
Lisa Rhymer	Parent		10/30/15
Alexandria Swiatocha	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		10/30/15
	Coach		10/30/15
	Coach		10/30/15
Mery Lawrence	School Counselor		10/30/15
Kathy Pelles	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		10/30/15
	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: 12X446

School Name: **ARTURO A. SCHOMBURG SATELLITE Bronx**  
Superintendent: Kathy Pelles

**Before you begin, please check the following:**

**X Principal has designated a Language Access Coordinator (LAC) in Galaxy**

**The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit**

**X 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.

From the parent orientation during the intake process to the parent meetings and workshops that are held throughout the year, we make our parents active participants in their child's journey in our academic program. As such, our written translation needs are important and something that we always consider with regards to the distribution of information. Upon parent Intake, parents are asked about their language needs so that interpretation is available when they attend orientation. We provide information to ensure that documents such as, Emergency Contact Cards, Community Commitment Contracts, Health Permission Slips, Photography Permission Slips, are available as per the language need of the parents and students. In addition, we ensure every student new to our community has completed the Home Language Inventory Survey and information is reflected in our system. For languages that are not covered by in-house staff, we utilize the written translation and oral interpretation services provided by NYCDOE's Translation Unit when needed.

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 preferred language for parents of our ESL students is Spanish for both written and oral communication.

## 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 list of documents that are typically translated for dissemination at our school are:

- Danger of Failing Letter - distributed every 5 weeks in the semester by all classroom teachers.
- Permission Slips - distributed before any school trip, sports activity or other event requiring parent's permission.
- Blue Card - distributed at the beginning of the school year or when new students are admitted.
- Lunch Forms - distributed at the beginning of the school year or when new students are admitted.
- Newsletter - distributed quarterly throughout the school year.
- Opt out letters- the beginning of the school year and due by mid-October.
- Any other informational letters home we try to have translated when possible.

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 list of formal face-to-face meeting that occur are:

- Parent-teacher conferences occur (4) times a year as per the NYCDOE school calendar
- Open school night which occurs (2) times a year as per the NYCDOE school calendar
- PTA meetings occur approximately (6) times a year
- Parent meetings that randomly occur to discuss students lack of progress or an occurrence.

## 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.

We have a number of Spanish speakers on staff and are fortunate to be able to handle a majority of our interpretation. However, when interpretation for another language is needed we use the services of the Translation & Interpretation Unit.

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.

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

#### **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.)

The ESL teacher sends out informative emails entailing information regarding translation and interpretation services.

#### **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

Parents are also made aware of these services and the information by our staff.

#### **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)

On a regular basis we receive feedback from our parents through PTA Meetings, parent surveys and community events.