



THE HIGH SCHOOL OF SPORTS MANAGEMENT

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 21K348

ADDRESS: 2630 BENSON AVENUE, BROOKLYN, NY 11214

TELEPHONE: (718) 333-7650

FAX: (718) 333-7675

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)...26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 21k348 **SCHOOL NAME:** The High School of Sports Management

SCHOOL ADDRESS: 2630 Benson Avenue, Brooklyn, NY 11214

SCHOOL TELEPHONE: 718-333-7650 **FAX:** 718-333-7675

SCHOOL CONTACT PERSON: Robin Pitts **EMAIL ADDRESS:** rpitts@schools.ny
c.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: LaToya Epps

PRINCIPAL: Robin Pitts

UFT CHAPTER LEADER: Amy Zarrouk

PARENTS' ASSOCIATION PRESIDENT: Janice Boucadifucio

STUDENT REPRESENTATIVE:
(Required for high schools) Lamarion Blanks and Eric Boucdifucio

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 **CHILDREN FIRST NETWORK (CFN):** Number 3

NETWORK LEADER: Lucius Young

SUPERINTENDENT: Aimee Horowitz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Robin Pitts	*Principal or Designee	
Amy Zarrouk	*UFT Chapter Chairperson or Designee	
Janice Boucadifuoco	*PA/PTA President or Designated Co-President	
Nitoya Schuler	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Shantia Chavis Eric Boucodifuccio	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michael Eason	Member/	
Latoya Epps	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The High School of Sports Management has completed Chapters 1 and 2 of its early existence with the graduation of its inaugural classes of June 2009. To date, our school has been able to graduate 54 of our 62 graduates; while 83% of our students in the ninth through eleventh grade met the requirements for promotion June 2009. The High School of Sports Management has maintained its **Good Standing** designation with the state expectations and we expect an **"A"** based upon our preliminary data for the New York City Department of Education standards.

The High School of Sports Management, first and foremost, is an academic institution, where students are exposed daily to intellectual rigor and disciplined social interactions. For many students, this is their first experience with an environment that assumes their capacity for success. Students are positively reinforced and able to see themselves as worthy of, capable of and entitled to taking a vested interest in their future. Learned helplessness and disenfranchisement is obliterated by an atmosphere of order, civility, a sense of purpose, and juxtaposed with rules referred to as "non-negotiables". To prepare students to meet these expectations and core beliefs, assessments based on the "non-negotiables" are spearheaded making sure those teachers, parents, and most importantly students understand what the results mean and what areas of weakness must be an on-going focus.

This school's educational philosophy advances and nurtures the total student and supports all stakeholders including teachers, parents, and community partners in establishing a loving, caring and rigorous learning environment. The academic environment, is fashioned to educate students in the necessities of life, will allow them to mature into productive citizens and expose them to educative processes, which prepares them to exceed the requirements of the New York State Regents and the Career and Technology Standards, and to graduate with honors.

The core beliefs of the school include:

- Involving the students in activities that allow them time to pursue personal interests and goals;
- Involving parents fully in the life of the school;
- Providing a school environment that is caring and that promotes personal relationships with loving adults who have high expectations for students;
- Engaging students in community service and internships;
- Coaching education in a learning system that encourages self-reflection, advances notions of social and personal transformation and learning beyond the classroom;
- Ensuring that stakeholders have full ownership of the governance process;
- Supporting and promoting the cultures of the students;
- Providing instruction to accommodate the student's different learning styles.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	The High School of Sports Management				
District:	21	DBN #:	K348	School BEDS Code:	332100011348

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> 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 checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:					Attendance: % of days students attended*				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					88	87	90.5		
Kindergarten									
Grade 1									
Student Stability: % of Enrollment									
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Poverty Rate: % of Enrollment									
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6					65	66	68		
Grade 7									
Grade 8									
Students in Temporary Housing: Total Number									
Grade 9	116	124		(As of June 30)	2007-08	2008-09	2009-10		
Grade 10	94	92			2	4	4		
Grade 11	63	72							
Grade 12	n/a	63							
Ungraded									
Recent Immigrants: Total Number									
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
Total					n/a	1	7		
Special Education Enrollment:					Suspensions: (OSYD Reporting) – Total Number				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	1		Principal Suspensions	27	54	36		
No. in Collaborative Team Teaching (CTT) Classes	14	32		Superintendent Suspensions	13	7	3		
Number all others	25	46							
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	0	25	25
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	10	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	4	9	11	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	1	1	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	17	26	27
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	2	3	3
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	1	1
	11	6	23				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	1	1	0	Percent more than two years teaching in this school	75	75	75
Black or African American	65	58	64.3	Percent more than five years teaching anywhere	40	30	47
Hispanic or Latino	20	27	24.5				
Asian or Native Hawaiian/Other Pacific Isl.	1	1	3.1	Percent Masters Degree or higher	75	75	85
White	12	13	10.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	100
Multi-racial	n/a	n/a	n/a				
Male	75	80	88.2				
Female	25	20	11.8				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I School wide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓	✓	✓
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	✓
	Math:		Math:	✓
	Science:		Grad. Rate:	✓

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				✓	✓	83	
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	P
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	P
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	P
Additional Credit		Quality Statement 5: Monitor and Revise	P
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

In five (5) years since the inception of the High School of Sports Management, it is quite refreshing to reflect on the academic and social growth we have obtained during the course of these years. As an educational team, we are amazed that our efforts to graduate our first two set of graduates (2009, 2010) exceeded all expectations. These students entered high school in September 2005 with reading comprehension and mathematic skills at Level I or Level 2. However, in June 2009, more than 85% of these same students received an Advanced Regents or Regent Diploma at graduation.

Though we have made many academic accomplishments, we continue to look and plan ahead as we prepare to meet these new challenges with the same efforts and energy. When we analyze our data across the disciplines, each grade shows significant scholarship in English Language Arts and Mathematics based upon Regents percentage passed. Each year, at least 85% of our 10th grade students have passed the Math A/Integrated Algebra Regents and 75% have passed the English Language Arts Regents at the end of their second year of high school.

In order for our student to take advanced placement courses in their Junior and/or Senior year, we must insure that all state requirements in these subjects are complete with the first two to three year span.

The analysis of our data from Regents exams, and most recently the Acuity Performance Tests, revealed that despite satisfactory scores of the Regents Exams our students continue to under-perform in the writing, reading comprehension, and "inferencing" ideas using essay critiques.

Based upon the overall revelation, we have instituted several school-wide initiatives.

1. Annotation and reflection is mandatory in all humanities courses. Students in the 9th and 10th grade courses use Cornell note taking techniques to simplify and organize discussions/lectures in classes. Four additional teachers were trained in AVID this summer. At present, eleven teachers and guidance counselors are trained in differentiation of techniques to support student of the varying learning styles and capabilities. A new team of teachers will be trained this summer with AVID so that all teachers will have the skills to fully implement students of the 9th and 10th grade.

2. Learning Strategies – students in each course must annotate the text while they are reading coupled with a written a two-three sentence reflective for each paragraph. This allows students to gain a greater understanding of text without losing valuable time re-reading the entire text.
3. We have implemented a College Reading Program with the Kaplan Organization that will provide the following:
 - Fall-Senior(s) will engage in a twelve session course in preparation of the last college
 - Spring-Juniors will take the twelve session SAT Advantage Program to prepare for the May 2011 SAT administration. The concentration will be critical reading and mathematics.
 - Spring- Four (4) teachers will be trained in SAT Preparation to support our 9th grade students in PSAT Preparation in an AIS class after school.

To date, our AVID inquiry team(s) has seen more positive results in student essay writing across each of the grades.

The area where we struggle as a school is in the discipline of science and history.

Student performance in a science classroom is linked to other subjects that the student receives. Generally, as the year progresses, the student's ability to setup, substitute, and solve a problem in science improves. The student's ability to solve a problem in living environment, chemistry, and physics is linked to the student's math skills, hence the more practice the student has in solving one step and two step algebraic problems; directly proportional and inversely proportional problems; and linear and quadratic equations, the easier the problems are to solve once they are set up. The other skill needed in their science classes (physics, living environment, and chemistry) is reading comprehension. Students need to basically identify three things prior to solving the problem: the parameters that they are provided, the missing information, and the method or equation needed to obtain the missing information. The more practice the students have in class with solving similar problems stated in slightly different ways, the more they are able to distinguish the slight nuances and variation in wording of the problems, and the better test takers they become. Therefore, as a department we work in conjunction with the English Department to provide instruction using science vocabulary. In addition, the more hands on projects in a topic, the more ways the teacher can relate the topic to daily situations, the easier the student can relate to the topic and the better the performance of the student on concept questions. Hence, as the year progresses, students who are trying increase their scores from values found in the teens, such as 15 or 19, to high values close to or exceeding passing.

Students do not do their homework once they leave the school. The mentality for many of the students is that once the school day is over, the time they have left in the day should be theirs to do as they need and please. School work and homework is for the time confined to within the building, and games, chores, and social issues are for the times outside of the building. As a result, various teachers have taken on the initiative of providing time and space for students to do their homework within the confines of the school day, whether it is during the last 15 minutes of class, or after school in an supervised, non-used classroom, or in a supervised room during lunch. Hence the students obtain the independent practice and obtain the credit for doing so. Two teachers provide after-school help for students on Monday and Wednesday.

Other trends that exist within the student performance deal with the time of the year for the student. Most students usually work a lot during the last few weeks of the semester, hence, a lot of work is produced during late December and early January, and late May and early June. This is because the mentality of the student is that they do not have to work until the last marking period since this is the only marking period that appears on the report card. Most students don't desire to study as well, thus information retention from topic to topic, or day to day is difficult for most. Thus, it is sometimes hard to move along in the curriculum when this is the situation at hand.

Teachers work with students in our Hip-Hop for Life Program that focuses on social/academic development for our most at-risk boys and girls. Coaching/Modeling appropriate behavior training is given to these students each Tuesday after school from 3-5p.m. Incentives such as trips, sporting events, and mentorships keep students engaged in participation.

We meet weekly to discuss strategies and we will look to hire an F-status Assistant Principal of science to support the science instruction and development of curriculum.

We will fund additional MAC laptops to support science and history lessons using Google earth and video streaming. Although students obtain the necessary information dealing with the topic, they sometimes would fail in obtaining the hands on experience obtained from the working with the correct piece of equipment. However, this past year, our move to a more traditional lab space has helped significantly. The lab contained newer, more scientific equipment, which helped bridge the gap between previous experiences and current experiences in the lab room.

Academic intervention classes are held each day after-school to support additional instructional time in Global History, American History and Living Environment. Teachers tutor using previous Regents exams to familiarize students with formats and questions that re-occur each year. Comprehension skills, decoding, and word recognition is the focus in these classes from Monday-Saturday.

Another problem is the lack of sounding bells or gongs in order to signify the ending and beginning of classes. Although clocks are attempted to be synchronous, students do not hear sounds in the hallways that tell them the beginning of the next period. Hence, students wander the hallways and take their time to get into classes. Teachers attempt to round up their students in the hallways at the beginning of the class, but late students usually have excuses about either not knowing if they were late to class, or if the previous teacher had held them later than they should have.

Additional school aides have been hired to monitor floors since we have moved from the first floor to include both first and second floors of the Lafayette Educational Complex. The aides are able to usher students to classes and throughout the hallways minimizing the number of late students and/or those students who are disruptive while other schools are in session during our passing period.

Over the past few years, several great accomplishments have occurred. Celebrity softball, a community softball game that involves the cooperation of the students, parents, teachers, school business partners, and sport affiliations, has been held last year and this year. It takes an entire year to plan, and is one of the largest events in the school year. The Thanksgiving Share, which is given on the week of Thanksgiving, is a student planned community event in which various people donate food and students serve to those who attend. Entertainment and awards are provided by staff and students to the community. Pi day is March 14 allows the math department to take time to have students perform activities that emphasize the use of the value of π , as well as enjoying some kind of pie to eat. This year, the students in the physics classes have built bridges made out of toothpicks, which was used to discuss structures and designs, thus emphasizing the skills in mechanics they learned in the first semester. The students were graded based on design and performance – how many rolls of pennies their bridge would be able to support. The other project that stood out amongst the physics class is creating a chair that could support at least 160 lbs of weight for at least 5 minutes out of corrugated cardboard. This project was used in order to have student using problem solving skills and take a lightweight material to support a person far beyond what is thought the material can support. These two physics projects worked well, and thus would be used in future years.

Integration of technology into the classroom is also a great achievement over the past few years. The use of smart boards, power point slides, the internet, blog pages, movies, music, and Photoshop, just to name a few, has been used in order to enhance the student's ability to learn the information and to engage the student in his own learning.

PSAL programs such as: (football, baseball, basketball, and track & field) has provided a unifying force throughout the building. During the course of the year, the entire campus (six schools) has rallied around our teams to support students as they exhibit their athletic abilities against visiting teams.

Sports Management

Trends- slowly but surely, our students are starting to see value in the sports management courses. Seeing the first graduation class receive accommodation and scholarships from sports management institutions may have helped in their perception of value. More work must be done to make the value and opportunity more transparent with our students.

Accomplishments-

- Development of the Sports Management curriculum to align with current standards at the collegiate level.
- Implementation of the senior-level culminating courses: Virtual Enterprise/Interactive Publications/Event Planning

Aids- partnerships with reputable college sports management programs. Access to their staff and leadership-most notably, University of Massachusetts @ Amherst

Barriers-

- Lack of students engagement from a significant portion of the student population
- The level of professional and maturity among our incoming freshman
- Level of leadership from our upperclassmen

Social Studies

Students continue to struggle on the Global Studies and Geography Regents examination, specifically the Thematic and Document Based Essays. The greatest accomplishment has been to get social studies teachers to adopt a universal graphic organizer for writing both thematic and document based essays. Students have also made strides in their ability to accurately answer document based questions due to collaboration with the English department. The students learned annotation skills on the 9th and 10th grade levels. Additionally, 10th grade students learned Cornell Note taking to help organize information. Lastly, a school-wide effort to incorporate the R.E.A.D.S. strategy in every subject has significantly helped students reading comprehension skills. The most significant aid to the school's continuous improvement has been the consistent collaboration amongst teachers. This includes meeting daily in our Professional learning Communities as a whole and meeting in small groups for Inquiry, Grade and Department Teams. The most significant hindrance to the school's continuous improvement is student's inability to make connections to the global community outside their classroom doors. The lack of exposure to other cultures and experiences stifles their ability to think both critically and globally.

Saturday School classes have been implemented across all grades and courses i.e.: Living Environment/Integrated Algebra –ninth grade, Global History/Geometry/English/Earth Science-tenth grade, Advanced Algebra/Physics/Chemistry-eleventh and twelfth grade.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal #1

To increase the opportunity for students to accumulate 10 or more credits each year.

By June 2011, there will be an increase in students in years 1, 2 and 3 who accumulate 10 or more credits.

Goal #2

To increase the number of special education students and English Language Learners who successfully complete courses and pass assessments required for promotion and graduation.

· By June 2011, there will be a further increase in the number of special education and ELL students achieving 11 or more credits per year.

Goal #3

To prepare all students to be College and Career ready.

· By June 2011, there will be a 10% increase in the percent of students receiving Advanced Regents and/or participating in Honor/Advanced Placement courses.

Goal #4

To increase student attendance for targeted students that have 60 -84% daily average attendance projections.

· By June 2011, there will be a decrease of 3-5% in average daily attendance of our lowest attending students.

Goal #5

To continue to utilize the outcomes of classroom observations and student progress data to develop and refine individualized teacher professional development plans.

· By June 2011, each teacher will have an ITP (Individual Teaching Plan) developed in consultation with the principal and/or assistant principals and as a result student performance of specific inquiry teams show 3-5% academic improvement in the core courses.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the opportunity for students to accumulate 10 or more credits each year. · By June 2011, there will be an increase in students in years 1, 2 and 3 who accumulate 10 or more credits by 2-3%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>A careful review of student transcripts and the Progress Report by a committee consisting of guidance counselors, Assistant Principal(s), Lead teacher, and the Principal, indicated that the elective courses (Advisory, Art, and Sports Management) implemented during the 2009-2010 school year provided an effective option to meet the needs and interests of our widely diverse student population, including special needs students and the students in the lowest third city-wide. These additional offerings created opportunities for all students to accumulate 10 or more credits per year. For the 2010-2011 school year:</p> <ol style="list-style-type: none"> 1. Twenty licenses were purchased for Class.com– an interactive computer-based, self-paced program offering HS courses. Interested teachers were selected to lead the computer classes and to assist and support students to master the rigorous academic work. This included both ELL teachers and Special Education teachers. CLASS.com classes are programmed during the regular school day to maximize individualized programming options for students. 2. A survey of our teachers’ expertise and interest was re-distributed in June. As a result, new elective courses were added to the curriculum for the fall 2011 semester. 3. —At risk students will be paired with successful peers who serve as AVID <i>Academic Mentors</i> to help them develop study skills, understand the content and to prepare for state Regents exams before or after the school day. 4. An early intervention system, which will assign small groups of —at risk students to faculty advisors and targeted inquiry team members, is being developed. 5. Individual Student Trackers will be used to set goals and monitor students’ progress toward graduation.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Funding – School-wide Programs, Fair Student Funding, C4E</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ol style="list-style-type: none"> 1. Student progress reports are generated by the CLASS.com system, ACUITY, and MOCK Regents and are reviewed each marking period by the Principal, APs and guidance counselor. Conferences are conducted with students who are not making adequate progress. Student files are maintained. 2. Completed teacher surveys of expertise and interest are on file.

	<p>3. Academic mentors and faculty advisors, inquiry team members will document interactions with target students.</p> <p>4. Marking period grade reviews and a mid-year transcript review will provide interim data on progress toward the 10+ credit per year goal. Courses will be added as needed.</p> <p>5. June 2011, a review of student transcripts will document student participation in new courses, credit recovery and guided study opportunities leading to an increase in students in years 1, 2 and 3 who accumulate 10 or more credits.</p>
--	--

Subject/Area (where relevant):

Special Education/ELL Credit Accumulation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of special education students who successfully complete courses and pass assessments required for promotion and graduation</p> <ul style="list-style-type: none"> · By June 2010, there will be a further increase in the number of special education students achieving 11 or more credits per year.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Special education and general education teachers will participate in a series of staff development sessions in differentiated instructional techniques facilitated by a New Visions consultant. 2. Teacher schedules for 2009-2010 have been organized to allow for a common preparation period for paired CTT and general education teachers to case conference about the progress of the special education students. 3. Special education teachers will assist their general education colleagues in understanding the implication of each student's IEP goals as it relates to content area expectations. 4. Special education teachers will share effective instructional strategies and provide alternate instructional materials to their general education colleagues to scaffold and support the learning of their special education students. 5. An additional special education teacher was hired to complement the content area expertise of the existing team to ensure that special education students receive instruction in the four core subjects by a highly qualified teacher. 6. Marking period grade reviews and a mid-year transcript review will provide interim data on progress toward the 11 credit per year goal. Academic interventions will be provided as needed. 7. HSSM-Individual Student Trackers will be used to set goals and monitor special education student's progress toward graduation.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding – School-wide Programs, Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ol style="list-style-type: none"> 1. Observations of CTT and SETTS special education classes by (SEC) Special Education Coordinator, Principal and/or assistant principals will document evidence of differentiation of tasks, materials and products. 2. Agendas and materials from professional development sessions will be maintained. 3. Teacher schedules will document common planning time. 4. Case Conference notes will document progress and/or areas of concern. 5. By June 2011, a transcript analysis will document the increase in special education students achieving 11 credits per year. <p>Subject/Area (where relevant): <u>College and Career Readiness</u></p>

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To prepare all students to be career and college ready.</p> <ul style="list-style-type: none"> · · By June 2010, there will be an increase in the percent of students receiving Advanced Regents and/or participating in Advanced Placement courses.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Guidance counselors and college advisors will participate in monthly HSSM- College Career Awareness and Access workshops. 2. Beginning in grade 9, students and parents will be introduced to the HSSM College Ready metrics which are designed to lead to students on a path to college/career readiness which includes meeting the academic requirements for the Advanced Regents/Regents diploma. 3. All faculty and students will be introduced to the <i>Three Components of Career and College Readiness</i>. 4. Teachers across all content areas will integrate the interdisciplinary writing & communication skills, analytic skills, learning habits and character & life skills necessary for success in careers and college. 5. Grade 9 teachers will adopt and/or integrate the AVID grade 9 curricula in the four content areas. Each standards-based curriculum is designed to raise the level of rigor and integrate the interdisciplinary skills

	<p>outlined in the <i>Three Components of Career and College Readiness</i>.</p> <p>6. Participation in <i>College Awareness Program, CUNY at Home in College, Roads to Success</i> will support the HSSM college awareness/college access program for students beginning in grade 9 and continuing through grade 12.</p> <p>7. Supplemental tutoring and Regents prep classes will be offered to support students in meeting the additional requirements of the Advanced Regents/Regents Diploma.</p> <p>8. Guidance counselors and teachers will identify eligible students to expand the pool of students enrolled in Advanced Placement courses.</p> <p>HSSM Individual Student Trackers will be used to monitor students' progress toward Advanced Regents Diplomas.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding – School-wide Programs, Fair Student Funding, and ARRA</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>in special education students achieving 11 credits per year.</p> <ol style="list-style-type: none"> 1. Records of workshops and meetings will be maintained for all faculty and parent sessions. 2. Classroom observations by Principal and Assistant Principal will provide evidence of implementation of interdisciplinary skills across the content areas and implementation/adaptation of the New Visions grade 9 curricula. 3. Activities conducted by Advisory Teachers, CUNY @ Home in College, College Board will be documented. Files containing student essays, resumes & college application support materials will be maintained in the College Office. A CUNY College Access Plan will be developed. Records of college visits and college fair participation will be maintained. 4. Transcript reviews at the end of each marking period will identify students in need of supplemental tutoring and Regents Prep classes for higher level math, science and Spanish courses. 5. By June 2011, a transcript/ARIS analysis will document students achieving an Advanced Regents Diploma. 6. By June 2011, there will be an increase in students enrolled in Honor/Advanced Placement courses by 5-7%.

Subject/Area (where relevant):

Professional Development--Teacher ITP

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to utilize the outcomes of classroom observations and student progress data to develop and refine individualized teacher professional development plans.</p> <ul style="list-style-type: none"> · By June 2011, each teacher will have an ITP (Individual Teaching Plan) developed in consultation with the principal and/or assistant principals..
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>A schedule of observations has been developed for each semester, which prioritizes non-tenured teachers. Using ATLAS observation tools, the principal and assistant principals will:</p> <ol style="list-style-type: none"> 1. Conduct a series of classroom walkthroughs to identify patterns and trends. 2. Conduct pre-observation conferences during which time student progress data from Engrade and/or periodic assessments will be reviewed. 3. Observe and document the lesson. 4. Meet with the teacher after the observation to assess needs and plan interventions including inter-visitiation, assign workshops, pair with an experienced teacher and provide resource materials as needed. 5. After the first observation, the formal ITPs developed during the 2009-2010 school year will be updated. 6. This cycle will be repeated three times annually for untenured teachers. 7. Tenured teachers, in consultation with the Principal and/or assistant principals, will be asked to update their ITPs outlining three topics they would like to focus on for the school year
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Funding – School-wide Programs, Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ol style="list-style-type: none"> 1. Using data collected during the walkthroughs, Network Achievement team will provide computer-based analysis of patterns and trends. 2. Reports from formal and informal observations conducted by administration will be maintained. 3. After each observation and review of student progress data, ITPs will be updated and/or modified as

	<p>needed.</p> <p>4. By June 2011, each teacher will have an ITP which has been approved by administration and a result will be increase in student acquired skills in literacy and mathematics.</p>
--	--

Subject/Area (where relevant):

Student Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student attendance.</p> <ul style="list-style-type: none"> · By June 2011, there will be an increase in average daily attendance of a targeted group of 67 students who have less than 85% attendance for June 2011.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. A campaign will be established to —put attendance on the map of every teacher on staff. 2. A program of incentives –Champions Breakfast, Family Night, Great Adventures, etc) will be developed and implemented to reward individual students and classes for best attendance and most improved attendance. 3. Bulletin boards will prominently display attendance data. 4. Weekly attendance team meetings to review current attendance data will continue, and will include the principal. 5. An improved system for capturing daily attendance and period attendance will be established. 6. Targeted home visits by the attendance teacher will continue. 7. Classroom teachers will be assigned a target group of students with 80%-90% attendance and be responsible for parent outreach, which will include, daily phone calls and conferences. 8. Guidance counselors, social worker and parent coordinator will be assigned a target group of students with 70%-80% range for regular parental contact and conferences with the
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Funding – School-wide Programs, Fair Student Funding</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

1. Records of awards and incentives will be maintained.
2. Bulletin board displays will be updated and photographed.
3. Notes from weekly attendance team meetings will be maintained.
4. Record of home visits will be maintained.
5. Logs of parent contact with families of target students will be maintained by teachers, guidance counselors, social worker and parent coordinator.
6. By June 2011, there will be an increase in average daily attendance by 2-3%.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	114	114	N/A	N/A	27	6	6	1
10	98	98	30	N/A	15	15	15	0
11	82	82	22	30	13	13	13	1
12	51	51	6	15	9	9	9	0

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • 9th and 10th grade ELA classes in small group setting • Grouping, pull-out, and push-in services will be extended for ELL's and IEP students
Mathematics:	<ul style="list-style-type: none"> • 9th grade math team for all students based upon levels • Double period classes in ELA/Math for both 9th and 10th period class • Small group learning, guided reading across discipline, Saturday Academy classes
Science:	<ul style="list-style-type: none"> • 9th double period science • After-school, peer tutoring and teaching assistance in Living Environment, Earth Science and Chemistry
Social Studies:	<ul style="list-style-type: none"> • 9th double period global (1/2) • 9th double period Fall/Spring
At-risk Services Provided by the Guidance Counselor:	One-to-one counseling services for students who are habitually late (absent from school and those who display negative behavioral problems within classes
At-risk Services Provided by the School Psychologist:	One-to-one evaluation to complete triennials that are past due. Determination of additional services such as identity-racial and sexual.
At-risk Services Provided by the Social Worker:	Several students participate in various identity support groups run by the school social worker. These students are able to discuss various concerns in a safe and non-judgmental environment.
At-risk Health-related Services:	<p>HIV/AIDS coordinator and shared SAPIS worker conducted individual and classroom presentations on various topics related to HIV/AIDS Awareness, alcohol and drug abuse, sexual harassment.</p> <ul style="list-style-type: none"> • Supporting students with terminal illnesses • Condom distribution

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

The High School of Sports Management provides an after school tutorial program for all ELLs in ESL.

Number of students participating in these programs is: 9.

Grade level: 9-11

Language of instruction: **English**

Tutoring 1 hour after school, Monday – Friday

Saturday School – 3 hours

P.M. School – 2 hours – Monday and Wednesday

Programs previously mentioned are conducted by licensed teacher in their respective subject area.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Despite zero allocation of a Title 3 Grant, provisions are made to support the ESL teacher in professional development as it relates to strategies incorporating common core standards for ESL students.

Section III. Title III Budget

School: 21k348 BEDS Code: 332100011348

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We used Home Language Identification Survey (HLIS) forms and Biographical data from ATS to gather the information about school's written translation and oral interpretation needs.

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

The High School of Sports management needs translation services in all areas: parental contacts, school information, translation of school notices, and translation at school / community meetings. And since we have a diverse immigrant population, we need translation services in at least **five major** languages: Chinese (Mandarin and Cantonese), Spanish, Russian, Arabic, and Haitian Creole.

The translation needs may be defined in following areas:

School Signs and Notices

- School rules and regulations
- School calendars
- School posters regarding school-wide events
- Notices to students regarding school-wide initiatives
- Student information packets
- Curriculum descriptions
- Academic programs and expectations
- Report cards / Progress reports

Parental contacts:

- Letters to parents
- Notices to parents
- PTA meetings
- On site interpretations for Parent – Teacher conferences
- Emergency contacts with Parents
- Attendance / Guidance / Safety issues outreach to parents
- Registration / transfer process assistance to parents

Teachers Outreach to students and parents:

- Phone calls to parents
- Letters to parents
- Academic Intervention / Prevention for students and parents
- Mediation
- Counseling

Many of our oral interpretations stemmed from the need to communicate with students and parents on site. Oral interpretations are needed in following areas:

- Registration / Discharge procedures
- Attendance outreach
- Dean's office – Safety and Security issues
- Guidance office – Guidance issues
- Teacher – Parent Conferences
- PTA Meetings
- Parent Orientation Meeting
- Open School Night
- Emergency Parental Contacts

Part B: Strategies and Activities

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

The High School of Sports Management has been using the supports from the Translation Unit at Department of Education, and has been very satisfied with the accuracy and efficiency of the translation quality. On some occasion, we have used our in-house staff to provide written translation as well.

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

As mentioned above, oral interpretation is needed in five major languages. We currently have staff that can provide on-site interpretation in Spanish. We need interpreters in Urdu and Bengali. Also, due to the fact that all our staff has on-going assignments and duties, sometimes their availabilities can be limited.

We need to provide per session incentives to encourage staff to render their services. We also need more than one staff in each oral language area in case one cannot be released from his / her current duty when the interpretation services are needed, we can then go to another alternative staff for assistance.

We also need to use the over-the-phone services from the Interpretation Unit from DOE, which has been providing services for languages that we do have in-house staff to assist.

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

The HSSM will make use of the Interpretation Unit to translate all documents not found through computer applications.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I School wide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	265,677	85,595	315,272
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,213	860	2073
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	6,065	*	
4. Enter the anticipated 10% set-aside for Professional Development:	12,130	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____ 100_____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PARENT INVOLVEMENT POLICY

**Prepared through the collaborative efforts of the PTA,
and School Leadership Team of The High School of Sports Management**

We, the Parent-Teacher Association, and the School Leadership of Lafayette High School believe that parents are indispensable partners in our school’s efforts to increase student academic and social achievement, and support our students to become responsible members of our society. In order to promote meaningful parent involvement, we will align all available resources, and allocate all appropriate funding to implement this policy – thereby forging a successful school-home partnership.

COMMUNICATION: We will use all available communication tools to help ensure that communication between the home and the school is regular, two-way and meaningful. We will:

- Provide Parent-teacher conferences at least twice a year with follow-ups as needed.
- Schedule for parent pickup of report cards in addition to mailing report card to students’ home.
- Disseminate useful notices, memos, newsletters, and other communications. Make every effort to use translated versions of such correspondence.
- Use our Automated Phone System to contact parents about student attendance and school activities in the parent’s native language, as much as possible.
- Provide clear information on all school policies, programs, reforms, curriculum, performance, assessments and transitions.

- Adhere to our Language Allocation Plan by providing information in a parent’s native language and provide language translators to assist English Language Learners families as much as possible.
- Provide our Parent Coordinator as a facilitator between the staff and the parents.
- Provide parents with telephone access to their students’ teachers through our virtual mailbox.
- Provide parental outreach after school hours, as well as before school hours, by an attendance committee member.
- Provide new emergency cards to all students for updates on contact numbers.

PARENTING: We will support parents in improving parenting skills by:

- Provide parent workshops to encourage parental involvement within the school.
- Provide parents with support from our Social Worker in groups or individual sessions.
- Providing parent education and training for parents (e.g., family literacy, English as a Second Language, computer classes).
- Metro cards and refreshments are offered at workshops to encourage parents to attend.

STUDENT LEARNING: We will support parents in their efforts to improve student learning by:

- Providing information for families on required skills in all subjects at each grade.
- Assist parents in helping students set short term (for the school year) and long term academic goals for high school and beyond.

SCHOOL DECISION MAKING AND ADVOCACY: We will encourage strong parental involvement by:

- Reviewing the curriculum, standards, assessment, the school report card, student support service, Language Allocation Plan (for English Language Learners), on an annual basis. We will provide clear, timely information to parents on these issues through all available communication tools (as outlined in the Communication section of this policy).
- Providing training in our “Saturday Academy” and other workshops that will empower parents in assuming their place within the school community as representatives and leaders for the parent constituency, and as advocates and decision makers.
- Provide a Parent Coordinator to assist networking between the families and school community.

VOLUNTEERING: We will provide opportunities for parents to volunteer and support the school and students by:

- Conduct annual survey to identify interests, talents and availability of volunteers.
- Provide opportunities for parents to support the school and students by serving as a chaperone on trips and other events, and assisting in activities that promote parent involvement and support the goals of this policy.

COLLABORATING WITH THE COMMUNITY: We will utilize community resources, develop partnerships, foster student participation in community service, and involve members of the community in school related issues. We will also make community resources available to strengthen school programs, family practices and student learning by:

- Providing information on community activities, including summer programs that enhance student learning, interests and talents.
- Encouraging participation of alumni in school programs for students.
- Providing service to the community by students, families and the school in activities such as our Thanksgiving Food Drive, Winter Coat Drive, Multicultural Fair, Blood Drive, and provide entertainment to Senior Citizens in Hospitals and Senior Citizen Homes.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: School wide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a School wide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

At the High School of Sports Management, we have implemented more time on task in the areas of mathematics and English Language Arts with double-period classes in each of the respective disciplines for both the ninth and tenth grade. This investment of human resources promotes greater performance on the Comprehensive English Regents Exam for our students at the conclusion of the second year of high school. For our lowest third population (32 students) , we are able to concentrate our resources and provide these students with a grammar and essay writing course to supplement there mandated English course. At the end of the term, 70% of these students received a passing grade on the state assessment in English and/or mathematics.

2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.

ATLAS and LEAP organizations provided direct instructions to teachers using the techniques of "Examining student Work and Differentiation of Instruction."

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Use of the NYC Fellows program to recruit science teachers and Long Island University and University of Massachusetts @ Amherst to recruit potential graduates with a sport management degree.

6. Strategies to increase parental involvement through means such as family literacy services.

Family Night—How to increase math skill with board games
Bring Your Parent to School Afternoon-READS strategies implemented to support families
College Awareness Seminar
Welcome Back Bar-b-Que-completion of Blue Emergency Cards and Lunch Applications

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

n/a

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I School wide Program (SWP)

Explanation/Background:

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

Consolidating funds in a School wide 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 School wide pool to support any activity of the School wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School wide 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 School wide 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.

Most, if not all, School wide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a School wide Program school must identify in its School wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such School wide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A School wide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a school wide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's School wide Program, the amount each program contributes to the consolidated School wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the School wide Program (✓)			Amount Contributed to School wide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			55,000		
Title I, Part A (ARRA)	Federal	x			26,700		
Title II, Part A	Federal						

Reminder: To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds. Most School wide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – School wide 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevents violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) 4
2. Please describe the services you are planning to provide to the STH population.

School provides academic, social, and financial support. School provides uniforms, supplies, activity fees, and all of the support needed for student in temporary housing to be to be successful and participate in all school functions.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	High School of Sports Management						
District:	21	DBN:	21K348	School		332100011348	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		86.1	87.3	90.5
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		94.1	97.4	96.0
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		65.2	79.0	79.0
Grade 8	0	0	0				
Grade 9	137	126	98	Students in Temporary Housing - Total Number:			
Grade 10	88	106	108	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	61	59	84		0	22	6
Grade 12	53	57	51				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	339	348	341	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	3	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	1	8	1	Principal Suspensions	72	90	82
# in Collaborative Team Teaching (CTT) Classes	39	38	46	Superintendent Suspensions	13	33	13
Number all others	14	11	19				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	16	19	22
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	5	5
# receiving ESL services only	8	10	TBD				
# ELLs with IEPs	0	1	TBD	Number of Educational Paraprofessionals	0	1	1

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	3	28	% fully licensed & permanently assigned to this school	100.0	100.0	95.2
				% more than 2 years teaching in this school	18.8	47.4	45.5
				% more than 5 years teaching anywhere	6.3	26.3	45.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	50.0	47.0	72.7
American Indian or Alaska Native	0.3	0.3	0.0	% core classes taught by "highly qualified" teachers	100.0	90.0	69.6
Black or African American	63.7	66.7	65.1				
Hispanic or Latino	23.3	22.7	24.9				
Asian or Native Hawaiian/Other Pacific	2.9	2.3	2.6				
White	9.7	7.2	7.3				
Male	83.5	85.9	89.7				
Female	16.5	14.1	10.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	-

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	-	
Ethnicity							

American Indian or Alaska Native						
Black or African American				v	v	-
Hispanic or Latino				-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial						
Students with Disabilities				-	-	
Limited English Proficient						
Economically Disadvantaged				v	v	-
Student groups making				3	3	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:				NR
Overall Score:	67.8	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	9	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	18.2	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	37.6					
<i>(Comprises 60% of the</i>						
Additional Credit:	3					

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE				
v = Made AYP		U = Underdeveloped				
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features				
X = Did Not Make AYP		P = Proficient				
– = Insufficient Number of Students to Determine AYP		WD = Well Developed				
		NR = Not Reviewed				

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Children's First Network #408	District 21	School Number 348	School Name The HS of Sports Man
Principal Robin Pitts		Assistant Principal Allison Farrington	
Coach Alexzandria Zarate		Coach	
Teacher/Subject Area Ivette Martinez		Guidance Counselor Janu Williams	
Teacher/Subject Area Lauren Gunn		Parent Joyce Eason	
Teacher/Subject Area Kathryn Ditusa		Parent Coordinator Mia Hall	
Related Service Provider Mila Bary		Other	
Network Leader Lucius Young		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	367	Total Number of ELLs	9	ELLs as Share of Total Student Population (%)	2.45%
------------------------------------	-----	----------------------	---	---	-------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Program Model Used at The High School of Sports Management

At The High School of Sports Management, one model of instruction is used. We have a Freestanding ESL program.

The program adheres to the model outlined in the State Education’s Department’s Part 154. We adhere to the basic goal that assures all ELL’s are provided opportunities to achieve the same educational goals and standards as the general student population.

Our Freestanding ESL is a program of instruction composed of an English as a Second Language component, and content area instruction in English supported by English as a second language methodologies.

Identification of English Language Students

The Home Language Survey Form created by the New York City Department of Education is used at Lafayette High School to identify English Language Learners. These forms are available in all languages.

To assure that the process is completed according to regulations, we have created an Admission Checklist for English Language Learners. Copy of this document is found on next page.

As indicated on this document, parents view the video that describes the various programs. The student is then placed in the appropriate classes as indicated by their score on the NYSESLAT.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														

Self-Contained										4	3	1	1	9
Push-In														0
Total	0	4	3	1	1	9								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language										0
ESL	2	0	2	3	0	1	4	0	1	9
Total	2	0	2	3	0	1	4	0	1	9

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3	1	1	1	6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										2				2
Haitian										1	1			2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. Our ESL program is designed such that students are pulled-out for individualized instruction, while at the same time the ESL teacher pushes into the english and History classes for those students who receive services. the ESL classes are ungraded due to the very small population of ESL students we serve.

See attachment.

The High School of Sports Management
Robin Pitts, Principal

DEPARTMENT OF PUPIL PERSONNEL SERVICES
Janu Williams, Guidance Counselor

ADMISSION CHECKLIST FOR ENGLISH LANGUAGE LEARNERS

Last Name	First Name	Date of Birth	Date
-----------	------------	---------------	------

TASK STAFF MEMBER DATE
HOME LANGUAGE

PLACEMENT DEADLINE (10 SCHOOL DAYS AFTER ENROLLMENT)

NOTICE OF INTERPRETER SERVICES FORM PROVIDED:

_____ Parent(s) _____ Student

ADMISSION PACKET ISSUED

ASSISTED IN COMPLETION OF FORMS:

- ADMISSION APPLICATION
- HOME LANGUAGE IDENTIFICATION SURVEY
- ETHNIC IDENTIFICATION

BLUE CARD

IMMUNIZATION RECORD REVIEWED
ISSUE FORM 211

WELCOME PACKED ISSUED

INFORMED OF DATE/TIME OF PLACEMENT TEST

ADMISSION PACKET TO LAB BASIS COORDINATOR
STUDENT TESTED ESL ____ Bilingual ____
LAB R – FORM B -- PLACEMENT _____
MATHEMATICS -- PLACEMENT _____

PARENT VIDEO VIEWED

PARENT SURVEY & PROGRAM SELECTION
FORM COMPLETED. CHOICE: _____

PARENT INFORMED OF DATE/TIME OF PARENT
ORIENTATION _____

ADMISSION PACKET TO ROOM 137

REQUEST FOR PROGRAM ENTERED

PACKET TO PUPIL ACCOUNTING SECRETARY TO
ENTER ON ATS
FAX COPY OF TRANSCRIPT FOR EVALUATION
COPY OF TRANSCRIPT TO COUNSELOR

ADMISSION PACKET TO PROGRAM OFFICE

PROGRAM TO STUDENT

ADMISSION PACKET PREPARED FOR FILING
DATE _____

Placement of ELL's

Student placement is based upon their level which is determined by scores received either in the LABR, administered to newly admitted students, or the NYSESLAT the annual assessment tool used to determine if the student is still entitled to services.

Level	Placement	Periods of Instruction	Daily
B – Beginner	LA	1	45
	LSA	2	90
I – Intermediate	LB	1	45
	LSB	1	45
A – Advanced	LC	1	45

The Beginner level of ESL receives three (3) 45-minute periods of instruction on a daily basis.
 The Intermediate level of ESL receives two (2) 45-minute periods of instruction on a daily basis.
 The Advanced level of ESL receives one (1) 45-minute period of instruction in ESL and one (1) 45-minute period of English Language Arts daily.

Current Instructional Program and Student Demographics

The High School of Sports Management serves less than ten (10) students who require English Language Learner services. It is located in the Bensonhurst section of Brooklyn. The school serves grades nine through twelve and is organized on a ten-period overlapping session. HSSM attracts a diverse multicultural student population; however, the majority of students are African-American and Latino.

Currently, we have students representing 12 countries. They speak more than 7 different languages.

ENROLLMENT OF ELL STUDENTS BY GRADE

As of October 31, 2010

GRADE NUMBER OF STUDENTS

9TH	(4) HSSM
10TH	(3) HSSM
11TH	(1) HSSM
12TH	(1) HSSM
LTA'S ALL GRADES	(9) HSSM
TOTAL	(9) HSSM

LANGUAGES OF ELL'S

As of October 31, 2010

In HSSM's current population of 9 students over 4 languages are represented with major concentration in Spanish (6 students). Other languages significantly represented include Haitian Creole and Arabic.

PARENT SURVEY FORMS

Parent Survey Forms clearly reflect that the parents/guardians are in agreement with the offerings and our programs meet their needs.

During the course of the year two Parent Orientation Meetings are held for the parents of our ELL's. We also encourage parent participation in all school activities. Through the work of our Parent Coordinator, we have offered English as a Second Language Classes with a computer component for parents.

NYSESLAT RESULTS – SPRING 2010

GRADE	# of Students	
Tested		
LEVEL		
9	1	Beginning
	1	Intermediate
	2	Advanced
		Proficient
10	0	Beginning
	1	Intermediate

	1	Advanced
		Proficient
11	0	Beginning
		Intermediate
	1	Advanced
		Proficient
12	2	Tested Out
	0	Beginning
	0	Intermediate
	1	Advanced
	0	Proficient
		Tested Out

PATTERNS OF STUDENT RESULTS BASED ON NYSESLAT

The result of the NYSESLAT exam indicates that many of our students are intermediate level. They will receive strong guidance support in acclimating to a new culture and ongoing support as they progress through high school including intensive counseling for college and career. Also, it is clear that additional emphasis must be placed on improving reading and writing skills of these students. This will be done in the classroom setting and supported by time in the computer lab.

Beginning and intermediate level students are provided with differentiated instruction. They work in groups in order to facilitate greater articulation among students during class time. Teachers use lots of visuals and audio technology to improve language acquisition. Graphic charts, picture stories, magazines, newspapers and other resources are used to promote reading and writing skills.

ACADEMIC LANGUAGE DEVELOPMENT

To address the need of academic language development, our Inquiry Teams consistently provide all teachers with direction as they prepare and present lessons. In addition, ongoing teacher professional development is encouraged through participation in our CLSO Network, District and School-wide conferences and Common Planning Time. Basically, teachers are encouraged not only to teach our ELL's vocabulary but also concepts that are relevant to a students' success in the academic arena. For example, a considerable amount of classroom time is devoted to the development of writing skills which indicate that students understand academic vocabulary such as compare and contrast, mapping, graphing and KWL Charts among others. Students are also taken to the computer lab on a regular basis to provide instruction on the use of the Internet. In addition, in all areas, differentiated instruction/scaffolding is employed.

SERVICES PROVIDED TO LONG TERM ELL'S

Instruction in our beginners, intermediate and advanced classes are geared toward assisting these students to become proficient in English. The teachers of these classes work with the corresponding English teachers to prepare and deliver lessons that will help our long term ELL students exit the program.

Of course, they are also encouraged to participate in all the services offered to assist them. We have daily tutoring, Saturday School, After –School Tutoring.

PROFESSIONAL DEVELOPMENT

As previously indicated, professional development for teachers of ELL's is ongoing. As result of our knowledge of The Federal Consent Decree, intensive Professional Development has been ongoing since September 2004 and will continue.

- Presentation to the faculty regarding the implementation of our Anti-Discrimination/Anti-Harassment policy.

- ADL/Respect for All Training provided to entire staff.
- Presentation to faculty regarding the use of Language Line to provide instant translations to students and parents as they interact with staff.
- Training for guidance counselors and related support services staff on the testing and placement of our ELL's.
- Faculty Conference – Training for all teachers -- ELL Strategies for Subject Area Instruction.
- Inquiry Team Book Study Teaching Reading to English Language Learners by Margarita Calderon.

INSTRUCTIONAL MATERIALS USED

The North Star Textbook Series is used in all levels of ESL as the primary resource. Aside from this basic text, we have an extensive selection of other textbooks that are frequently used to supplement instruction at various levels. We have also amassed a significant number of bilingual titles which are available for students in our school library. Software has also been purchased for their use in ongoing language acquisition and Achieve 3000. Along with the above mentioned instructional materials, we also provide the students with dictionaries, magazines, games and newspapers in the classroom in order to promote a richer academic environment.

FREESTANDING ENGLISH AS A SECOND LANGUAGE (ESL)

- ELL students will be placed in freestanding English as a Second Language program according to the NYSESLAT results. The instruction in this program is conducted in English and follows the learning standards for English as a Second Language and ELA.
- ELL teachers and content area teachers meet at faculty conferences, workshops, staff development seminars, teacher center and during their preparation time to articulate and exchange information on commonly shared students, as well as strategies for classroom implementation of the curriculum in order to best serve our ELL population.
- ESL Strategies are being infused into content area by having teachers develop glossaries, using graphic organizers, charts, mapping and other strategies to implement the curriculum. All four modalities are stressed and enhanced in order to help our ELL students acquire the necessary skills for academic success.
- Once students reach proficiency level on the NYSESLAT, they are given the option to remain in the ESL program for one semester. The students are also encouraged to attend tutoring at the end of their instructional day.

Qualifications for Teachers in ESL Models

- Content Area License
- QTEL Training
- Inter-visitation among staff members
- Professional Development improving instruction and the implementation of ESL strategies.
- Sharing Best Practices
- Infusion of technology to enhance and implement the delivery of instruction.

e

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

Beginning	Intermediate	Advanced
-----------	--------------	----------

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

See above

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

See above

E. Parental Involvement

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

Paste response to questions 1-4 here

See above

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2	0	1	0
Math	4	0	3	0
Math				
Biology				
Chemistry				
Earth Science	2	0	1	0
Living Environment	3	0	2	0
Physics	1	0	0	0
Global History and Geography	4	2	2	0
US History and Government	1	0	0	0
Foreign Language	3	0	3	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?

Additional Information

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

Paste additional information here
see above

Additional Information

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/12/10
	Assistant Principal		10/12/10
	Parent Coordinator		10/12/10
	ESL Teacher		10/12/10
	Parent		10/12/10
	Teacher/Subject Area		10/12/10
	Teacher/Subject Area		10/12/10
	Coach		10/12/10
	Coach		
	Guidance Counselor		10/12/10
	Network Leader		10/12/10
	Other		

	Other		
	Other		
	Other		