



**BUSINESS OF SPORTS SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 02M393**  
**ADDRESS: 439 W 49 ST, NEW YORK, NY 10019**  
**TELEPHONE: 212-246-2183**  
**FAX: 212-246-2913**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 02M393      **SCHOOL NAME:** Business of Sports School

**SCHOOL ADDRESS:** 439 W 49 St, New York, NY 10019

**SCHOOL TELEPHONE:** 212-246-2183      **FAX:** 212-246-2913

**SCHOOL CONTACT PERSON:** Joshua Solomon      **EMAIL ADDRESS:** Jsolomo9@schoo  
ls.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Elizabeth Corredor

**PRINCIPAL:** Joshua Solomon

**UFT CHAPTER LEADER:** Diane Shoemaker

**PARENTS' ASSOCIATION PRESIDENT:** Jodi Healy

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      Bachir Diarrassouba/Neftalique Caraballo

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 02      **SSO NAME:** New Visions for Public Schools

**SSO NETWORK LEADER:** Brenda Bravo

**SUPERINTENDENT:** Elaine Gorman

**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
Joshua Solomon	*Principal or Designee	
Diane Shoemaker	*UFT Chapter Chairperson or Designee	
Jodi Healy	*PA/PTA President or Designated Co-President	
Elizabeth Corredor	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Rachel Robins	DC 37 Representative, if applicable	
Bachir Diarrassouba	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Neftalique Caraballo	Student Representative	
Kristin Luedemann	CBO Representative, if applicable	
	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.

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Business of Sports School (BOSS) is a small public high school developed in partnership with the New York City Department of Education, New Visions for Public Schools, and F·E·G·S Health and Human Services System. BOSS opened on Manhattan's West Side in September 2009 with 105 ninth-grade students and will grow by one grade level each year to a capacity of 432 students.

As a Career and Technical Education (CTE) school, BOSS reflects New York City's vision of quality, relevant schools preparing students for 21st century standards. With ten pro sports teams, hundreds of minor league, community, and college athletic programs and venues, countless print, broadcast, and internet media outlets, and thousands of advertisers and sponsors, the city's sports management and media industry offers countless career paths for young people who graduate high school with a foundation in reading and writing, technical business skills, and an understanding of professional conduct.

Real-life challenges and issues are integrated into every area of the curriculum, so that graduates leave with first-hand knowledge of the sports industry, the foundation of their own business networks, workforce skills, the ability to handle college-level coursework in each academic area, and experience working with top professionals in the field. The exciting world of management and entrepreneurship, with a particular focus on sports (including venue management, advertising, journalism, publishing, and merchandising), provides an accessible framework to engage students' interests.

We plan to integrate CTE and Regents-level academic instruction, encompassing the following design principles:

- We offer a coherent program of study that promotes student success in both the workforce and in college and do not delineate between students' academic and business classes. Rather, in every class, we emphasize workforce competencies focused on interpersonal skills, understanding of business principles, and clarity of communication, including public speaking, presenting, synthesis of research, and writing persuasively. Multi-step, authentic problems of the complexity and rigor that professionals encounter in the workplace will build 21<sup>st</sup> Century skills and assess student progress towards industry standards.
- We establish active, substantive relationships with our industry partners and advisors, including an Industry Advisory Board. Our corporate partners have meaningful involvement in all aspects of school life, including curriculum development, establishment of our afternoon Elective Curriculum program, professional learning, and parent support and outreach. All teachers will interact with industry and community partners to develop courses and assignments that directly address 21<sup>st</sup> Century standards for learning.

- We offer all students opportunities for internships in the sports, journalism, and business industries so that they can apply their academic and technical skills in a real-world setting, and begin developing a professional network. The internships will be structured with substantive assignments that build on problem-based learning in the classroom and fulfill requirements toward graduation.
- We serve students of all performance levels and backgrounds. The program is targeted to meet the needs of all students who choose BOSS as their first preference for high school (selected by lottery). Many of our students—like students across the city—enter high school below grade level in reading and math and are of backgrounds historically underrepresented in business and management careers. They will graduate with the confidence that they can succeed amid the competition and demands of the professional workplace.
- We support our students with a Career & College Institute that emphasizes strategies for success, workforce skills, internship preparation, and career and college readiness. Through nurturing advisories, targeted support, and guidance in career development, our students will gain the confidence to take academic and social risks and build their professional networks.

For more information about Business of Sports School, please see our website at [www.nycBOSS.org](http://www.nycBOSS.org).

**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					
<b>School Name:</b>	Business of Sports School				
<b>District:</b>	02	<b>DBN #:</b>	02M393	<b>School BEDS Code:</b>	310200011393

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<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 type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K							88.3		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7							83		
Grade 8									
Grade 9			105	<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11							0		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total							4		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(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						
No. in Collaborative Team Teaching (CTT) Classes			23	Principal Suspensions			83		
Number all others			0	Superintendent Suspensions			9		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants			105
# in Trans. Bilingual Classes			0	Early College HS Participants			0
# in Dual Lang. Programs			0				
# receiving ESL services only			12	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs			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			
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals			
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
			11				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(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			
American Indian or Alaska Native			0	Percent more than two years teaching in this school			
Black or African American			33	Percent more than five years teaching anywhere			
Hispanic or Latino			55				
Asian or Native Hawaiian/Other Pacific Isl.			4	Percent Masters Degree or higher			
White			7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Multi-racial							
<b>Male</b>			80				
<b>Female</b>			20				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" 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 type="checkbox"/> 2007-08	<input 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)			

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

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

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

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<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?
- 

A review of the data for 222 current students follows.

- 75% are male, and 25% are female.
- 57% are Hispanic, 33% are African-American, 3% are white, and 3% are Asian.
- 12% are English Language Learners. Four of those students are beginners, and sixteen are intermediate, and seven are advanced according to their NYSELAT reports.
- 24% are classified as CTT and/or SETSS and require Team Teaching and/or Resource Room. Ten students require Related Services.
- According to the High School Applications, in the eighth grade, 60 students (68% of students with 8<sup>th</sup> grade attendance data) were absent ten days or more. 31 students (35%) were absent in excess of 20 days.
- The breakdown of students on grade level in each subject based on 8<sup>th</sup> grade test scores are as follows:

	Level 1-2	Level 3-4
English	69%	31%
Math	55%	55%
Social Studies	69%	31%
Science	56%	44%

Our attendance through June 2010 has been 88.3%. 53% of the students had attendance over the target 90% attendance rate. For the 47% of students below the 90% threshold, we have intensified further our daily outreach efforts, including phone calls, letters, and home visits.

The reading levels were confirmed by Acuity periodic assessments and Gates-McGinitie writing exams we administered at the year's start to set a baseline level for evaluation. We are now continuing to assess the ongoing progress in reading levels versus a baseline level. The end of year scholarship report helped us plan class placements and extra periods during a 9-period day to address areas that students were off-track in terms of Regents and credits.

The June 2010 Regents results confirm challenges in Regents classes that are the focus of school improvement issues in the 2010-2011 school year. 42% and 45% of all students passed Regents for Living Environment and Integrated Algebra, respectively, in June. The rest will take the Regents in August and next January. June passing rates in the subject areas are as follows:

Math:	57%
English/ESL:	94%
Science:	74%
Social Studies:	67%
CTE Business:	88%
Health/PE:	84%

In addition, 67% of students passed MOS Microsoft Excel certification exams, with 36% also passing the Microsoft Word certification exam, the first step towards CTE endorsements upon graduation.

## 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.

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School goals for the 2010-2011 school year:

1. Improve schoolwide attendance from 88.3% to 90% for June 2011 and 92% for June 2012.
2. Substantially complete our CTE application to New York State for our Business & Marketing program and continue development of the CTE sequence.
3. Increase our Integrated Algebra passing rate for all students from 56% to 70%.
4. Increase our Living Environment/Earth Science passing rate for all students from 74% to 80%.
5. Improve scholarship in all areas by focusing on active individual and pair work, accountable talk, classroom routines, note taking, and academic vocabulary.

**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.

**Subject/Area (where relevant):** Attendance/Lateness

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase Attendance-</b> currently at 88.3% increase to 90% for June 2011 and 92% for June 2012</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Devise incentives for on-time attendance (with FECS) by advisory or section (September)</li> <li>• Logging attendance/lateness on Google Docs for easier calculation and display (September)</li> <li>• Use of Datacation to share real-time data with parents (September)</li> <li>• Creation of an Attendance Committee to monitor student attendance trends, consisting of members of the school cabinet: Principal, Assistant Principal, FECS Program Director, Attendance Teacher, and Guidance Counselor.</li> <li>• Continued attendance outreach, including home visits, by Attendance Teacher to students and families.</li> <li>• Student Attendance Incentives (Movie Trips, Museum Trips, Sports Tickets, Barnes &amp; Noble’s Gift Cards, iPods, etc)</li> <li>• Public Displays of student attendance on the hallway.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>	<ul style="list-style-type: none"> <li>• Automated call out (AlertNow) system (\$800)</li> <li>• Attendance Teacher – one day a month (\$13,000, through New Visions)</li> <li>• Prizes for attendance awardees (OTPS and work with FECS)</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- Weekly cabinet and inquiry meetings to review attendance data/difficult cases
- Monthly meetings with Attendance Teacher to review LTA's

**Subject/Area (where relevant):** CTE Business & Marketing

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>75% completion of application for New York State CTE certification by June 2011 Continue development of CTE business &amp; marketing sequence by developing an Entrepreneurship course for all 11<sup>th</sup> grade students by June 2011</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Create CTE Self-Study Team with broad school community membership (September)</li> <li>• Develop Sports management focused 10<sup>th</sup> grade Career &amp; College Institute advisory program (September)</li> <li>• Business department teachers prepare students for MOS Verification in Microsoft Office applications (December)</li> <li>• Recruit up to 20 members of Industry Advisory Board (June)</li> <li>• Develop post-secondary opportunities through the College Now program. (June)</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>	<ul style="list-style-type: none"> <li>• Full-time Industry Partnership Coordinator (\$45,000)</li> <li>• MOS certification exams site license (\$5,000)</li> <li>• FECS (CBO) partnership to develop Career &amp; College Institute and afterschool program (\$28,000 in planning expense)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Meetings of Self-study every marking period to conduct needs assessment and work on the New York State application</li> <li>• Three meetings of Industry Advisory Board, plus three subcommittee meetings.</li> <li>• Each student participates in at least one corporate or external organization workplace experience during the year</li> <li>• 80% or more students have achieved Microsoft Excel, Word, and Power Point certification by the end of 10<sup>th</sup> grade.</li> </ul>

**Subject/Area (where relevant):** Math

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase Integrated Algebra passing rate for all students from 56% in 2009-2010 to 70% by the end of academic year 2010-2011</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Review/item analysis of June/August 2010 Regent results (July)</li> <li>• Program additional periods of math to increase time on task (September)</li> <li>• Saturday academy focused on Regents preparation (October)</li> <li>• Mock Regent exams and analysis</li> <li>• Utilize monthly Teacher Professional Development &amp; Staff Meetings to look at student performance data, and develop action plans for specific classes, led by the principal and assistant principal.</li> <li>• Collect, record, and analyze classroom observation data using BOSS Classroom Walkthrough Tool as well as the observation process and feedback protocol.</li> <li>• Using Periodic Assessment data to both create targeted interventions as well school-wide instructional shifts through professional development.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>	<ul style="list-style-type: none"> <li>• Academic Intervention Services (Title I SWP funding)</li> <li>• Homework Help after school and during lunch (Tax-levy funding)</li> <li>• Summer professional development focused on writing curriculum that focuses on item analysis of Regents (New Century grant)</li> <li>• After school math make-up (Tax-levy funding)</li> <li>• Use Datacation system to keep parents/guardians informed of student progress online</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- Analysis of Acuity diagnostic and predictive exams
- Low-stakes assignments (do nows, exit tickets, short response, etc.)
- Teacher-generated high-stakes interim assessments
- Use of Google Docs for family contact log

**Subject/Area (where relevant):** Sciences

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase Living Environment/Earth Science passing rate for all students from 74% in 2009-2010 to 80% by the end of academic year 2010-2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Review/item analysis of June/August 2010 Regent results (July)</li> <li>• Program additional periods of science to increase lab completion rate (September)</li> <li>• Saturday academy focused on Regents preparation (October)</li> <li>• Mock Regent exams and analysis</li> <li>• Utilize monthly Teacher Professional Development &amp; Staff Meetings to look at student performance data, and develop action plans for specific classes, led by the principal and assistant principal.</li> <li>• Collect, record, and analyze classroom observation data using BOSS Classroom Walkthrough Tool as well as the observation process and feedback protocol.</li> <li>• Using Periodic Assessment (?) data to both create targeted interventions as well school-wide instructional shifts through professional development.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>	<ul style="list-style-type: none"> <li>• Academic Intervention Services (Title I SWP funding)</li> <li>• Homework Help after school and during lunch (Tax-levy funding)</li> <li>• Summer professional development focused on writing curriculum that focuses on item analysis of Regents (New Century grant)</li> <li>• Afterschool Science lab make-up (Tax-levy funding)</li> <li>• Use Datacation system to keep parents/guardians informed of student progress online</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- Analysis of Acuity diagnostic and predictive exams
- Low-stakes assignments (do nows, exit tickets, short response)
- Teacher-generated interim assessments
- Use of Google Docs for family contact log

**Subject/Area (where relevant):** Scholarship

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve scholarship in all areas by focusing on active individual and pair work, accountable talk, classroom routines, note taking, and academic vocabulary</p> <p><u>Measurable Objectives:</u></p> <p>By December 2010, 50% of teachers at BOSS will demonstrate the following</p> <ul style="list-style-type: none"> <li>• Display and use of accountable talk norms at least once a week</li> <li>• Use of classroom routines, as defined by <i>Teach like a Champion</i>, in their classes</li> <li>• Use of word walls in their classrooms</li> </ul> <p>By March 2011, 50% of students will demonstrate the following</p> <ul style="list-style-type: none"> <li>• Active individual and pair work at least five times per day</li> <li>• Daily notetaking in their notebooks</li> <li>• Use of academic vocabulary at least three times per day</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will develop student vocabulary knowledge through a variety of learning strategies (September)</li> <li>• Explicit writing instruction in ELA and Social Studies (September)</li> <li>• Inquiry process focused on the above strategies</li> <li>• Formal and informal classroom observations (October)</li> <li>• Weekly Department, Grade Team, and Inquiry Team Meetings to share best practices among teachers; look at student work, and share learning from anchor text (see below).</li> <li>• School wide Professional Development to support teachers in looking at student work, engaging in feedback around assessments, and ensuring the achievement of this school-wide goal.</li> <li>• Feedback on Lesson Outlines from Principal and/or Assistant Principal focused on clarifying objectives and ensuring explicit writing instruction for both low and high stakes writing activities.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<ul style="list-style-type: none"> <li>• Weekly whole-staff inquiry meetings (professional periods, set up by SBO)</li> <li>• Accountable talk professional development – charts in every classroom</li> <li>• Anchor text for professional development –<i>Teach Like a Champion</i> (\$1,000)</li> <li>• Explicit writing instruction – low-stakes writing (Do Nows, Exit Slips, Journaling tailored toward Regent-styled questions in every lesson) + high-stakes writing of essays, long responses, and structured paragraphs</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Summer curriculum planning meetings by department to develop curriculum around the above strategies (New Century funding)</li> <li>• Diagnostic and Predictive Acuity exams in all Regents subjects.</li> <li>• Observations focused on specific feedback given at initial cycle observations will support in aligning practices and engaging the community in a conversation about continued professional development needs</li> </ul>

## **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	12	34	42	35	17	9	3	1
10								
11								
12								

**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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	Students who scored at Levels 1 and 2 in Grade 8, scored low on Gates-McGintie reading test, and/or are currently struggling in ELA are given AIS services via after school tutorial and pull-out services throughout the school day. The Wilson program will be used to address the needs of struggling students.
<b>Mathematics:</b>	Students who scored at Levels 1 and 2 in Grade 8 and/or are currently struggling in Math are given AIS services via after school tutorial and pull-out services throughout the school day. A variety of resources and strategies are used to support these students.
<b>Science:</b>	Students who are currently struggling in Science are given AIS services via after school tutorial. A variety of resources and strategies are used to support these students including but not limited to explicitly teaching key vocabulary and concepts.
<b>Social Studies:</b>	Students who are currently struggling in Social Studies are given AIS services via after school tutorial. A variety of resources and strategies are used to support these students including but not limited to explicitly teaching key vocabulary and concepts.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Students who are at-risk are provided with regularly scheduled counseling in addition referrals to outside agencies, such as our CBO partner, Federation Education and Guidance Services (F·E·G·S). Students engage in one-on-one and small group counseling, reflections, journal writing, role playing, conflict resolution, parent conferences, and conferences with social workers.
<b>At-risk Services Provided by the School Psychologist:</b>	We will utilize the campus SBST to meet the needs of our students.
<b>At-risk Services Provided by the Social Worker:</b>	We do not have our own in-school social worker, but we will utilize the campus SBST to meet the needs of our students. In addition, we refer families to outside agencies such as F·E·G·S.
<b>At-risk Health-related Services:</b>	We utilize the Full Service On-site Health Clinic to meet the needs of our students. In addition, we refer families to outside agencies such as F·E·G·S.

**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.

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**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) 9-10                      Number of Students to be Served: 27 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 1                      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.

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ELLs represent 11% of the school community. Home languages include Spanish, French, Cotocoli (Togo), and Hungarian. We do not receive Title III funding at this point. Business of Sports School attempts to provide an academically rigorous program in English Language Arts in order to prepare all students with the necessary reading, writing, speaking and listening skills required to meet commencement level state learning standards. The ESL course is provided using both a push-in and pull-out model. The Grade 9 ESL class (L1) meets four times a week for an hour long block of ESL instruction taught by our licensed ESL instructor. In addition, the ESL instructor pushes into Social Studies, Science, and Math courses. The ESL the content-area teachers plan lessons that are aligned with the standards and address the needs of our ELLs. Students participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students demonstrate learning through measurable product development, demonstrations, and exhibits using a problem-based learning instructional model. The instructor establishes short term and long term learning goals for her students and uses visuals to support students' understanding of the academic content. The teaching material used for this course includes a wide range of print, visual and digital resources designed for increasing English language proficiency. With this in mind, language functions and structures are taught within the context of the lesson.

**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.

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ESL is taught by a certified ESL instructor. Several special needs instructors including the ESL instructor are going through Wilson Reading program training. Teachers receive staff development on how to assess and monitor student progress. Teachers will develop techniques and strategies for collecting and analyzing student data and using this information to differentiate instruction. Teachers will receive professional development on specific scaffolding techniques that enhance the performance of ELL students both in ESL and in subject classes. The instructional materials we use to support the learning of ELLs include leveled libraries, dictionaries, visual aides and lesson plans that allow for differentiated instruction. The ESL teacher works collaboratively with all teachers in the school.

Teachers also receive coaching in research-based instructional strategies, differentiating instruction, and lesson planning. Teachers will participate in weekly professional development conferences in problem-based learning, aligning the curriculum to the standards, and academic rigor in a thinking curriculum.

**Section III. Title III Budget**

School: Business of Sports School BEDS Code: 310200011393

<b>Allocation Amount: \$386</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$386	Translation services for ELL students and families
<b>Purchased services</b> - High quality staff and curriculum development contracts.	0	
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	0	
<b>Educational Software (Object Code 199)</b>	0	
<b>Travel</b>	0	
<b>Other</b>	0	
<b>TOTAL</b>	\$386	

## **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**

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

We review the home language survey results of entering students as well as call each family to find out the translation needs of our families.

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.

Spanish is the language of the vast majority of non-English speaking parents. Several parents speak French, Arabic, Hungarian, Urdu, and other languages. Student home languages are reported to the school community through our internal Google Docs database.

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

We surveyed the parents during the Accepted Students Night and during Parent Association meetings to discover translation and interpretation needs. The findings were that the vast majority of parent/guardians with language difficulties requested Spanish translations or interpretations

#### **Part B: Strategies and Activities**

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

All school letters and other materials are translated by in-house staff or by the NYC DOE Translation Department into Spanish. Where possible, external services are utilized.

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.

Bilingual personnel are always ready to provide translation services in Spanish. Where necessary, NYC DOE and external services are utilized.

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 school complies with Regulation A-663. At the start of each semester, we mail notification letters to parents so that they know that translation services are available if needed.

## 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 Schoolwide 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:	\$143,443	\$69,572	\$213,015
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,434	\$695	\$2,129
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	7,172	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$14,344	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 90
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.

## **I. General Expectations**

The Business of Sports School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. The Business of Sports School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- a. Dissemination of information during PTA/SLT
  - b. Survey/questionnaires
2. The Business of Sports School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
    - a. Parent representation at Mock School Quality Review
    - b. PTA/SLT meetings
    - c. DOE Parent Surveys
  3. The Business of Sports School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  4. The Business of Sports School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs by:
    - a. PTA Programs with invited guests
  5. The Business of Sports School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies., such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
    - a. SLT/PTA generated surveys/questionnaires
      - i. Translated
      - ii. Sent home/meetings for clarification
  6. The Business of Sports School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
    - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
      - i. the State's academic content standards
      - ii. the State's student academic achievement standards
      - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
    - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs that encourage and support parents in more fully participating in the education of their children.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by SLT/PTA members. This policy will be adopted by The Business of Sports School in November 2009 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 2010.

**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.

### **Required School-Parent Compact Provisions**

#### School Responsibilities

The Business of Sports School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held in October and March.
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows three times a semester.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as requested and needed.
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities by request.
6. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways: [Describe the ways in which parents will support their children’s learning, such as:

- o Monitoring attendance.
- o Making sure that homework is completed.
- o Monitoring amount of television their children watch.
- o Volunteering in my child’s classroom.
- o Participating, as appropriate, in decisions relating to my children’s education.
- o Promoting positive use of my child’s extracurricular time.
- o Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- o Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**Optional Additional Provisions**

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- o Do my homework every day and ask for help when I need to.
- o Read at least 30 minutes every day outside of school time.
- o Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

**SIGNATURES:**

_____	_____	_____
<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
_____	_____	_____
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

**(Please note that signatures are not required)**

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide 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.
    - Examining student achievement data as an entire staff
    - Data from assessments developed within the school
    - Review and refinement of the CEP with the entire staff, the School Leadership Team and the Parent Association
    - Gates-McGinitie Reading exam scores
    - NYStart and Acuity Reports
    - Parent and Teacher surveys
    - Low-inference observations
    - School Quality Review feedback
  2. Schoolwide 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 Schoolwide 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.
- These strategies are provided in the Action Plans (page 14-18)
3. Instruction by highly qualified staff.

These strategies are provided in the Action Plans (page 14-18)

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 Schoolwide Program to meet the State's student academic standards.

These strategies are provided in the Action Plans (page 14-18)

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

These strategies are provided in the Action Plans (page 14-18)

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

These strategies are provided in the Action Plans (page 14-18)

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.

Not Applicable

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.

These strategies are provided in the Action Plans (page 14-18)

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.

These strategies are provided in the Action Plans (page 14-18)

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.

These strategies are provided in the Action Plans (page 14-18)

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

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* 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 Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide 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 Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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 Schoolwide 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 Schoolwide 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 schoolwide 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 Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide 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 <sup>2</sup> 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	✓			\$145,443	✓	14-18
Title I, Part A (ARRA)	Federal	✓			\$69,572	✓	14-18
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓			\$14,653	✓	14-18
Tax Levy	Local	✓			\$1,223,312	✓	14-18

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide 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 – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent 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.

## **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:** \_\_\_\_\_ **SURR<sup>3</sup> 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.

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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.

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

## **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>

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### **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.)

We have two students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

Students are provided with additional guidance support services such as counseling, AIS services and parental outreach. The school is in compliance with Chancellor's Regulations A-780. For those students in temporary shelters additional outreach for academic scholarship and job skills are provided.

### **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.

**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**

<b>School Name:</b>	BUSINESS OF SPORTS SCHOOL						
<b>District:</b>	2	<b>DBN:</b>	02M39	<b>School</b>		310200011393	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	v	Ungrade
	2		6		10	v	
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K		0	0				88.2
Kindergarten		0	0				
Grade 1		0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2		0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3		0	0				85.8
Grade 4		0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5		0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 6		0	0			60.0	83.5
Grade 7		0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8		0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 9		103	168				5
Grade 10		0	42	<b>Recent Immigrants - Total Number:</b>			
Grade 11		0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 12		0	0				2
Ungraded		0	0	<b>Special Education</b>			
Total		103	210	<i>(As of October 31)</i>	2007-	2008-	2009-
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes		0	0	Principal Suspensions			84
# in Collaborative Team Teaching (CTT)		16	24	Superintendent Suspensions			9
Number all others		8	28	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants			96
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				Early College HS Program Participants			0
<i>(As of October 31)</i>	2008-	2009-	2010-	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes		0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.		0	TBD				
# receiving ESL services only		9	TBD	Number of Teachers			9
# ELLs with IEPs		1	TBD	Number of Administrators and Other Professionals			3
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			1

Overage Students (# entering students overage for				Teacher Qualifications:			
	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
(As of October 31)			7	% fully licensed & permanently assigned to this			100.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			22.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			77.8
American Indian or Alaska Native		1.0	0.5	% core classes taught by "highly qualified" teachers			86.7
Black or African American		32.0	35.2				
Hispanic or Latino		56.3	57.1				
Asian or Native Hawaiian/Other Pacific		3.9	3.3				
White		6.8	3.8				
Male		86.4	73.8				
Female		13.6	26.2				

**2009-10 TITLE I STATUS**

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,						
-------------	---------	--	--	--	--	--	--

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

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

**Individual Subject/Area AYP Outcomes:**

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

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

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

American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific								
White								
Multiracial								
Students with Disabilities								
Limited English Proficient								
Economically Disadvantaged								
<b>Student groups</b>								

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>New Visions</b>	District <b>02</b>	School Number <b>393</b>	SchoolName <b>Business of Sports S</b>
Principal <b>Joshua N Solomon</b>		Assistant Principal <b>Rosa Choi</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Alexandria Ray/ESL</b>		Guidance Counselor <b>Jordhanys Almonte</b>	
Teacher/Subject Area <b>Sara Berger/ELA</b>		Parent <b>Jodi Healy</b>	
Teacher/Subject Area <b>Sabrina Fouts/Spanish</b>		Parent Coordinator <b>Rachel Robins</b>	
Related Service Provider <b>Steve Young</b>		Other <b>Ellen Klinger/Special Ed.</b>	
Network Leader <b>Brenda Bravo</b>		Other <b>type here</b>	

### 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	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>2</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>218</b>	Total Number of ELLs	<b>23</b>	ELLs as Share of Total Student Population (%)	<b>10.55%</b>
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## 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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs.  
Our certified English as a Second Language (ESL) teacher, Alexandria Ray, administers the Home Language Identification Survey (HLIS) to every student within the first ten days of the school year, including the oral interview and the formal initial assessment. Ms. Ray speaks French. If the student needs Spanish translation, Sabrina Fouts, the certified Spanish teacher or Jordhanys Almonte, the guidance counselor, provides translation. Ms. Ray also administers the LAB-R by the first deadline for LAB-R evaluation in September. Students who enter mid-year are administered all of the above assessments within ten days of registration by the same teacher. Based on the survey and LAB-R results, and initial assessments, instructional programs are developed and implemented for each ELL student. NYSELAT exams will be used annually to evaluate ELL progress every spring (we are a new school this year).
2. What structures are in place at your school to ensure that parents understand all three program choices? Please describe the process, outreach plan, and timelines.  
During the student application process from September to January, we publicize through open houses, presentations, and individual conversations that we only offer Freestanding ESL and do not have Bilingual or Dual Language programs. We also relay that information to the Office of Student Enrollment so that students and families have accurate expectations of our program choice.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned.  
The certified ESL teacher distributes the entitlement letters and monitors closely the return of survey and selection forms. All survey forms are returned to the teacher and then stored in each student's cumulative file in the main office.
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.  
The school has many structures in place to ensure that parents understand all of the programs offered at our school. Meetings are conducted for the parents of newly arrived students, the ELL Parent Brochure is distributed, and the DOE Parent Orientation Video is shown to explain all of the programs offered and answer questions. Individual interviews help parents select the programs that best address the needs and desires of their children. Working with the Parent Association, the supervisor conducts parent/family workshops several times a year to explain the elements, philosophy and characteristics of the program offered at the school. The Parent Coordinator (with a translator, if necessary) also conducts tours of the program when requested by an entering family. ELL students are placed in appropriate programs based on their initial assessments as detailed above. The ESL teacher compiles forms such as the Parent's Preferred Language Form, the HLIS Survey, The ESL teacher also teaches an Advisory class that includes all of the ELL students, which increases the regular telephone and face-to-face communication with each family.
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?  
Per the enrollment policies set by the Office of Student Enrollment as listed in the High School Directory, 100% of entering students choose Freestanding English as a Second Language Program (ESL). This aligns with the selections on the Parent Surveys and Program Selection Forms.
6. Are the program models offered at your school aligned with parent requests?  
Our programs are aligned with our parents' choices. We have built this alignment by conducting meetings where parents are free to ask questions about the programs offered at the school and their different components and tour the school.

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**  
Check all that apply

K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>		
6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input checked="" type="checkbox"/>	10	<input checked="" type="checkbox"/>	11	<input type="checkbox"/>	12	<input type="checkbox"/>

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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% →75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										3	0			3
<b>Push-In</b>										17	3			20
<b>Total</b>	0	0	0	0	0	0	0	0	0	20	3	0	0	23

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	2
SIFE	2	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	9

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	6	0	1	11	2	1	6	0	5	23
<b>Total</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>11</b>	<b>2</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>5</b>	<b>23</b>

Number of ELLs in a TBE program who are in alternate placement: 0

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

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

**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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
<b>TOTAL</b>	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										18	2			20
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
<b>TOTAL</b>	<b>0</b>	<b>21</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>23</b>								

## 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.

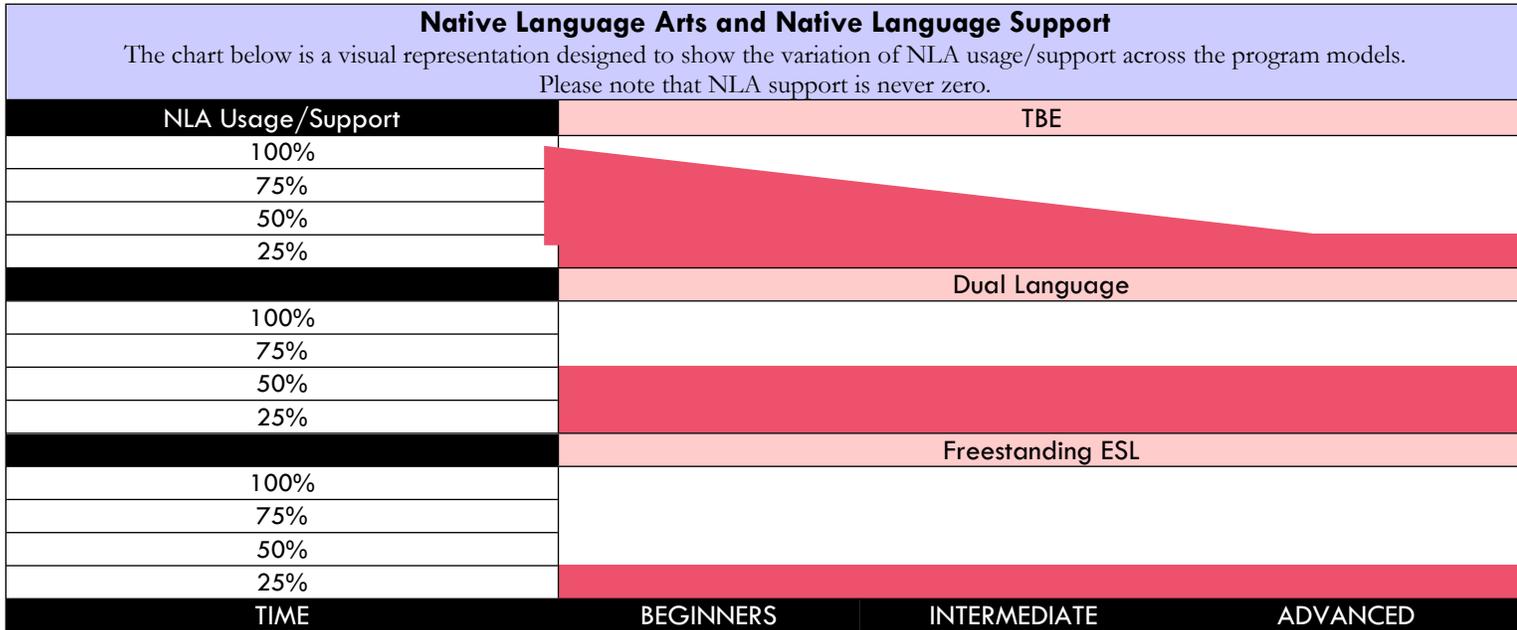
Paste response to questions 1-4 here

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

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

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

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

1. How is instruction delivered?

a. What are the organizational models?

At present, we have only Intermediate and Advanced students. Intermediate students take a freestanding ESL class with a licensed ESL teacher, which meets 225 minutes per week. Advanced students take ELA, which meets 225 minutes per week. As students pass out of ESL, they will be transitioned into the regular ELA class with push-in support. All ELL students also benefit from 360 minutes additional push-in ESL support into Global Studies, Math, Science, and ELA from the same licensed ESL teacher, for a combined total of 585 minutes of ESL instruction per week.

b. What are the program models?

All ESL students travel as a graded heterogeneous block with mixed proficiency levels (advanced and intermediate).

2. How does the organization of your staff ensure that the mandated number of minutes is provided according to proficiency levels in each program model?

a. How are explicit ESL program, ELA, and NLA instructional minutes delivered in each program model as per CR 154?

We have programmed the licensed ESL teacher so that she is able to provide the mandated number of minutes as per CR 154 to all students.

3. Describe how the content areas are delivered in each program model.

The content areas are delivered in English by content-certified teachers with push-in support by a certified ESL teacher. The instructional approach is problem-based learning. Both teachers differentiate literacy and comprehension strategies based on student needs.

4. How do you differentiate instructional for ELL subgroups?

Students with interrupted educations (SIFE) have either a teacher who speaks the native language or a certified ESL teacher help them develop higher levels of their English skills, academic and organizational skills, and native language skills, where possible. These students follow a push-in/pull-out ESL model. Their teachers are notified as to who their SIFE students are, so that they can plan accordingly.

Students in US schools less than three years receive intensive ESL support, which includes a lunchtime study skills courses and preparation for all high school Regents exams to simultaneously help them improve their proficiency levels in English and complete the coursework in their core content areas. In addition, the materials for their other courses are modified to their level so that they can complete the same works as their native speaking classmates.

For ELLs receiving service from 4-6 years their problem areas have been identified and they receive tailored instruction in their weaker areas. Like the newcomer ELLs, the materials for their other courses are modified to their level so that they can complete the same works as their native speaking classmates.

The long-term ELLs receive the same services and support as the other ELLs, but in addition, like the newcomers, they are receiving extra support in the form of lunch-time tutoring and AIS. Furthermore, they are being evaluated to see if there is a learning disability that has affected their ability to adequately learn English. We currently have no Long-Term ELL students.

ELLs with special needs receive ESL support as well as push-in, SETTS, and/or related services support as mandated by their IEPs.

5. Describe your targeted intervention program for ELLs in ELA, math and other content areas. Please list the range of intervention services offered in your school for the above areas, as well as the language(s) in which they are offered.

All ELL students receive targeted Academic Intervention Services (AIS) in the content area targeted for support. AIS services are provided in English during lunch periods and after-school by the content-area teacher and the licensed ESL teacher.

6. Describe your plan for continuing transitional support for ELLs reaching proficiency the NYSELAT.

All ELLs who reach proficiency will continue to receive AIS services in English as needed in targeted content areas. This includes:

- a) continued small group instruction to support these students
- b) continued native language instruction and support
- c) age appropriate books in the students native language

- d) pairing and/or grouping with other students that can continue to support growth in the second language
- e) Support in the area of writing in the second language
- f) Continued attendance of afterschool AIS.

Academic Language Development Plan: All ESL classes follow the instructional approach that develops literacy skills by incorporating a number of activities that include: read-aloud, shared reading, guided reading, independent reading, interactive reading, phonics, spelling, shared writing, guided writing, independent writing, and grammatical structures building.

Beginning: Focuses on phonetic awareness, listening discrimination and cooperative learning activities that facilitate speaking.

Intermediate and Advanced: Build on skills in meta-cognition, sequencing and summarizing, compare and contrast, schema building, making predictions in areas such as listening, reading, and writing. All ESL, native language, ELA and content area teachers meet weekly during common planning time and grade and departmental meetings with teachers and administration to discuss how to better service the ELLs.

Collaborative Inquiry Teams meet during the grade meetings.

7. What new programs or improvements will be considered for the coming year?

We are planning on increasing the amount of training on differentiation and on problem-based learning instruction in the coming year. When we know the required needs of our incoming students, we will plan adjustments to our ELL program.

8. What programs for ELLs will be discontinued and why?

No programs will be discontinued.

9. How are ELLs afforded equal access to all school programs?

ELLs have the same access to all school programs, both required and supplemental, as every student in the school. ELLs receive small-group targeted tutoring and Academic Intervention Services in English/ESL, History, Math, Science, and Business.

10. What instructional materials, including technology, are used to support ELLs?

ELLs are supported through a variety of instructional materials, including books, leveled libraries, dictionaries, glossaries, computers, SmartBoards, and other materials. These materials are provided to each subgroup of ELLs. Our instructional model uses the Wilson Reading guidelines and the core curricula. The Mathematics curriculum is aligned with the NYC and NYS Council of Teachers of Mathematics Standards. Differentiation of instruction is at the core of all our teaching. This approach enables our teachers to reach the needs of all our ELL students individually. Individual teacher/student conferences, differentiated tasks and mini lessons are utilized to target the specific learning and language needs of our ELL population. Some examples of these approaches are read alouds, independent reading and writing, and shared and guided reading instruction. Our ELLs use the computer regularly, particularly in their Business classes.

11. How is native language support delivered in each program model?

We do not offer native language support as part of our stand-alone ESL program. When possible, teachers fluent in native languages meet with students for afterschool or lunch period Academic Intervention Services. We do not offer TBE or Dual-Language.

12. Do required services, support, and resources correspond to ELL's ages and grade levels?

All required services, support, and resources are in compliance. ELLs have equal access to all programs available in the school. All our ELLs are offered afterschool and lunch period small group tutoring program and receive academic intervention services to increase academic success in Mathematics as well as English Language Arts.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

We have an orientation meeting for incoming students and our licensed ESL teacher assists ELL students and their families at that meeting. The students' advisors also call the families to introduce themselves and to address any questions.

14. What language electives are offered to ELLs?

ELLs have the same opportunities to enroll in foreign languages as all students.

### 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

1. Describe the professional development plan for all ELL personnel at the school.

All teachers, coordinators, and administrators, including the principal, assistant principals, ESL, special education, and subject-area coordinators and teachers, participate in a summer professional development institute and regular in-service professional development workshops focused on differentiation and problem-based instruction. ELL personnel also attend professional development workshops on ELL instruction as offered by our PSO organization, New Visions, and other organizations.

Several special needs instructors including the ESL instructor are going through Wilson Reading program training. Teachers receive staff development on how to assess and monitor student progress. Teachers will develop techniques and strategies for collecting and analyzing student data and using this information to differentiate instruction. Teachers will receive professional development on specific scaffolding techniques that enhance the performance of ELL students both in ESL and in subject classes. The instructional materials we use to support the learning of ELLs include leveled libraries, dictionaries, visual aides and lesson plans that allow for differentiated instruction. The ESL teacher works collaboratively with all administrators, including the principal and assistant principals, and content-area and special education teachers in the school.

Teachers also receive coaching in research-based instructional strategies, differentiating instruction, and lesson planning. Teachers will participate in weekly professional development conferences in problem-based learning, aligning the curriculum to the standards, and academic rigor in a thinking curriculum.

2. What support do you provide staff to assist ELLs as they transition from middle to high school?

We support staff through regular professional development workshops on the requirements of high school. The ELL teacher participates in professional development by attending common time meetings and department meetings where they demonstrate self-learning and collaboratively design and implement research based strategies, lesson planning in differentiated instruction. Teachers also attend workshops and conferences off-site and at city levels

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

All staff members participate in regular instructional workshops on differentiation, which include ELL training.

## 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

1. Describe parent involvement in your school, including parents of ELLs.

We have monthly parent association meetings, which all parents participate in, including parents of ELLs. Spanish translation is available to Spanish speaking parents. Communications and calls to parents are translated. Parent involvement is high due to our advisory structure.

2. Does the school partner with other agencies or CBOs to provide workshops or services to ELL parents?

The school partners with FECS, a large social service agency, to provide parent workshops. Our PSO, New Visions, also participates in planning and facilitating parent workshops.

3. How do you evaluate the needs of parents?

We evaluate the needs of parents through conversations with Advisors and parent surveys.

4. How do your parental involvement activities address the needs of parents?

Parents receive information on the academic program, preparation for graduation, college, and career, outside agencies and resources and other topics through our parental involvement activities.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3				3
Intermediate(I)										12	2			14
Advanced (A)										5	1			6
Total	0	0	0	0	0	0	0	0	0	20	3	0	0	23

NYSESLATModality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B										1			
	I										1			
	A										2	2		
	P										16	1		
READING/WRITING	B										2			
	I										13	2		
	A										5	1		
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	12	11			23
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
8	1		15		5		2		23
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	7		12		4				23
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	9		13		1				23
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				
Math <u>Integrated</u>	7		0	
Math <u>Geometry</u>				
Biology				
Chemistry				
Earth Science				
Living Environment	7		0	
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

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, TCRWL). 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.

All of the 10th grade ELLs have taken the Gates McGintie Reading Test and we have used the data to program additional reading support using the Wilson methodology.

1. What is revealed by the data patterns across proficiency levels and grades?

The LAB-R and NYSELAT data reveal a pattern of continued attempts to pass the NYSELAT exam with deficiencies in reading and writing. Grades show that students have had difficulty in content area classes due to those deficiencies.

2. How will patterns across NYSELAT modalities – reading/writing and listening/speaking – affect instructional decisions?

The data patterns across NYSELAT modalities have show us that all of our ELLs are weak in reading comprehension and writing. Therefore, we have tailored our instruction to focus more on reading and writing than speaking, since all of the ELLs are strong speakers.

3. For each program, answer the following:

a. Examine student results. What are the patterns across grades? How are ELLs faring in tests in English as compared to the native language?

Some ELL students are struggling on tests in English. When possible, the ELLs are given the opportunity to take some of their exams in their native language and have been allowed to write their essays in their native language. In addition, they have been give glossaries for their tests.

b. Describe how school leadership and teachers are using the results of the ELL Periodic Assessments.

We are using the ELL Periodic Assessments in common planning meetings to examine student mastery rates vis-à-vis particular standards. The results of the ELL Periodic Assessment have been distributed to all of the teachers and a school wide professional development meeting was held to discuss what the students needed to work on and how we could support them across the content areas. The teachers were able to take these results and use them to help inform their instruction.

c. What have we learned from the periodic assessment?

The native language of the ELLs is used on occasion to support their learning. The students all have access to bilingual dictionaries and sometimes have the option to write in their native language.

4. Dual language programs

We do not offer dual language at this point.

5. Describe how you evaluate the success of your programs for ELLs.

We use the following criteria to evaluate success:

- ESL and content-area class grades

## 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

## 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		1/27/11
	Assistant Principal		1/27/11
	Parent Coordinator		1/27/11
	ESL Teacher		1/27/11
	Parent		1/27/11
	Teacher/Subject Area		1/27/11
	Teacher/Subject Area		1/27/11
	Coach		1/27/11
	Coach		1/27/11
	Guidance Counselor		1/27/11

	Network Leader		1/27/11
	Other		