



# **URBAN ASSEMBLY SCHOOL FOR CAREERS IN SPORTS HIGH SCHOOL**

## **2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: 07x548**

**ADDRESS: 730 CONCOURSE VILLAGE WEST BUILDING C BRONX,  
NEW YORK 10451**

**TELEPHONE: 718-292-7110**

**FAX: 718-292-5565**



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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 07x548      **SCHOOL NAME:** Urban Assembly School for Careers in Sports High School

**SCHOOL ADDRESS:** 730 Concourse Village West Building C Bronx, New York 10451

**SCHOOL TELEPHONE:** 718-292-7110      **FAX:** 718-292-5565

**SCHOOL CONTACT PERSON:** Felice Lepore      **EMAIL ADDRESS:** flepore@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Johanny Garcia

**PRINCIPAL:** Felice Lepore

**UFT CHAPTER LEADER:** Roman Pitio

**PARENTS' ASSOCIATION PRESIDENT:** Elaine Morales

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Blanca Flores

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 7      **CHILDREN FIRST NETWORK (CFN):** 105

**NETWORK LEADER:** Jonathan Green and Patrick Fagan

**SUPERINTENDENT:** Geraldine Taylor-Brown

**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
Felice Lepore	*Principal or Designee	
Roman Pitio	*UFT Chapter Chairperson or Designee	
Elaine Morales	*PA/PTA President or Designated Co-President	
Tanya Guzman	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Steve Dejesus	DC 37 Representative, if applicable	
Blanca Flores	President / Student	
Lyann Pellot	Vice President / Student	
Lynne Gautier	PTA Secretary / Parent	
Maria Millian	PTA Treasurer / Parent	
Jay Sprague	Parent	
Johanny Garcia	Assistant Principal / SLT Chairperson / CSA / Staff	
Jesus Rodriguez	Educational Para / UFT / Staff	

(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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Founded in September 2002, with the collaboration of the Urban Assembly (UA) / Community Based Organization (CBO), the mission of the Urban Assembly School for Careers in Sports (UASCS) has been to accommodate the intellectual, social, emotional, and physical needs of high school students. Our vision is to provide the students with a dynamic learning environment where respect is mutual, ideas are shared, and learning is not limited to the classroom. The school is a safe and nurturing environment where learning takes place in the classroom, the community, and through internship and mentoring opportunities.

Through sports and sports-related fields, such as marketing, management, advertising, law, medicine, journalism and broadcasting, UASCS provides our students with experiential learning opportunities. Professionals in the fields mentioned above have collaborated with the staff of UASCS to create the school's curriculum. Internships with the **New York Yankees'** front office have provided students with professional opportunities that expose them to exclusive fields within competitive job markets.

Our concept of a successful school is one built collaboratively and owned by its staff, students, parents, community members, and by our partner community-based organizations. We prepare students for higher education, as well as support them for success in the world beyond high school. With the implementation of the **College Readiness** program, students can map out their futures as well as be better prepared for achieving their goals. We also have been able to add a fourth year mathematics course (Calculus and/or Pre-Calculus) for our seniors to be better equipped to compete in academic pursuits after high school.

We are particularly proud of two partnerships which we have established over the last three years. Through our Community Network, the Urban Assembly, we have been introduced to the iMentor program and the Urban Dove organization. Since January 2008, our 11<sup>th</sup> grade students have been matched with a mentor through the iMentor program. As part of their 11<sup>th</sup> grade elective class, students wrote to their mentors via email and met their mentors in person during monthly events. The program has grown inside our school and currently every one of our students has been matched with a mentor. The program is now run as part of our English classes. iMentor is the perfect match for our school as the curriculum stresses a three prong approach to developing the students personally, professionally and academically for life after high school. The other partnership is Urban Dove. To date over 100 of our students have participated in this unique Community Service/Internship program. Urban Dove trains students to work with middle school students

in an after school sports program. Once a part of the program, our students are provided with academic support through tutoring, SAT prep courses and college visits. Over the summer students are given employment opportunities with Urban Dove camps and taken camping for a week at Camp Lenox in Massachusetts. The partnership has grown and Urban Dove currently has an office in our school building and uses our school as the hub for their Bronx programs.

**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.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>					
<b>School Name:</b>	Urban Assembly School for Careers in Sports High School				
<b>District:</b>	7	<b>DBN #:</b>	07x548	<b>School BEDS Code:</b>	320700011548

<b>DEMOGRAPHICS</b>									
<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 checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" 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	0	0	0		86.5	86.6	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		92.6	94	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		70.7	71.2	82.1		
Grade 8	0	0	0						
Grade 9	89	85	96	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	87	85	96	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	75	81	72		1	11	TBD		
Grade 12	75	73	76						
Ungraded	0	0	1	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	326	324	341		1	3	0		
<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	0	0						
No. in Collaborative Team Teaching (CTT) Classes	21	31	52	Principal Suspensions	55	66	TBD		
Number all others	13	11	2	Superintendent Suspensions	16	10	TBD		
<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)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	2	0	0
# receiving ESL services only	9	15	22	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	4	7	(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	19	21	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	6	6	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	3	TBD
	0	1	TBD				
				<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	100.0	100.0	TBD
American Indian or Alaska Native	0.3	0.3	0.0	Percent more than two years teaching in this school	84.2	61.9	TBD
Black or African American	30.7	28.7	29.0	Percent more than five years teaching anywhere	63.2	52.4	TBD
Hispanic or Latino	68.1	69.1	69.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.9	1.2	Percent Masters Degree or higher	79.0	62.0	TBD
White	0.3	0.3	0.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.7	100.0	TBD
Multi-racial	N/A	N/A	N/A				
<b>Male</b>	82.8	84.3	83.6				
<b>Female</b>	17.2	15.7	16.4				

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

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

## 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>				3	3	1	

### 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>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	85.1	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	47.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	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?
- 

### **What student performance trends can you identify?**

We have done a good job of graduating 87.6% of our cohorts over the past five years. However, our regents' diploma rates have not been as strong as we would like. Far too many students have graduated with a local diploma (34.9% combined over the first five classes). Given the fact that the State of New York no longer allows students that started high school in September 2008 to graduate with a local diploma, we are concerned about our past and current trends (number of local diploma graduates). The combined number of students that have graduated with a regents or advanced diploma over the first five graduating classes is 52.7%. However, we were able to graduate 65% of the 2010 cohort with Regents and/or Advanced Regents Diplomas. That is 12.3% higher than the combined five year average.

### **Greatest Accomplishments over the Last Couple of Years**

- We received an "A" on the first four ever NYC Progress Reports.
- With an overall score of **92.5** on the 2009-2010 Progress Report, we placed in the **97%** percentile of all high schools Citywide.
- Our graduation rate is a combined 87.6% over the past five years according to the NYSED.
- We have met our AMO (Annual Measurable Objective) for Cohorts '06, '07, '08, '09, '10 & '11 in English and Mathematics.
- We received the "Bronze Medal" the past three years from US News & World Report
- Our five graduating classes have had the following percentage after graduating: 70.2% went on to four year colleges, 19.1% went on to two year colleges and 10.7% pursued other avenues such as trade school, the military or full-time employment.

## Barriers to Continuous Improvement

- 1) Recruiting: It has been a challenge for the last few years when it comes to recruiting a diverse incoming cohort. We have a significant disproportionate ratio when it comes to male to female students. Our current ratio is a bit greater than 4:1 when it comes to our student population by gender. Over the past four years, we have had a higher percentage of boys vs. girls make up the incoming freshman class ('06 - '07 = 78.3%, '07 - '08 = 82.8%, '08 - '09 = 84.3% and '09 - '10 = 83.6%). In wanting to provide a well rounded education for our students, we believe that the more heterogeneous a classroom, the more of a potential for a diverse educational experience. We have been actively present at each high school fair since the inception of our school trying to attract a diverse set of students to help reflect the diversity of our community.
  
- 2) Credit Accumulation amongst the Lowest Third (Years 1, 2, & 3): Historically our school has struggled working with students that are most at risk of falling and eventually dropping out of school. Over the past five years the majority of students that have dropped out have been a part of the school's lowest third. We have implemented an advisory system that reaches out to all students. In doing so, it becomes overwhelming for the teachers to prepare their anecdotes and then make the necessary phone calls. Students and their families fall between the cracks. This leads to chronic absences and eventually students dropping out.
  
- 3) Common Planning for Special Education and General Education Teachers: Similar to the departmental meetings, our regular school schedule does not allow flexibility to create common prep periods between the special education and general education teachers throughout the school day. We have created a system in which all general education teachers have to submit a monthly calendar that details the following: what is the aim; objective; class work; assessments and/or homework are on a daily basis. This allows the special education teachers an opportunity to have a sense of where the curriculum is going and allows them to differentiate the curriculum to meet the needs of the special education students. The administration is going to look more carefully at creating a schedule that allows for common planning to occur during the school day.

## **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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### **1. Goal**

Meet the New York State Graduation Requirement for the Class of 2011. 80% of seniors will have met their graduation requirements by the end of August 2011.

#### **Describe your goal**

Our 12<sup>th</sup> Grade Team will monitor and work closely with all 82 students that are part of the 2011 cohort. There will be weekly meetings amongst the team where students and parents (if necessary) will be invited in to discuss their progress towards graduation. These meetings will involve the most at-risk students.

### **2. Goal**

Increase our Lowest Third Percentage in Year 1 Earning 10+ Credits. 75% of the School's Lowest Third will Earn 10+ Credits in Year 1 by the end of summer school in August 2011.

#### **Describe your goal**

Our 9<sup>th</sup> Grade Team will monitor and work closely with those students that are in the 9<sup>th</sup> grade lowest third. Each staff member within the 9<sup>th</sup> grade will have 7 or 8 advisees in the lowest third to monitor their academic achievement throughout the school year.

### **3. Goal**

Increase our Lowest Third Percentage in Year 2 Earning 10+ Credits. 75% of the School's Lowest Third will Earn 10+ Credits in Year 2 by the end of August 2011.

#### **Describe your goal**

Our 10<sup>th</sup> Grade Team will monitor and work closely with those students that are in the 10<sup>th</sup> grade lowest third. Each staff member within the 10<sup>th</sup> grade will have 4 or 5 advisees in the lowest third to monitor their academic achievement throughout the school year.

**4. Goal**

Increase our Lowest Third Percentage in Year 3 Earning 10+ Credits. 75% of the School's Lowest Third will Earn 10+ Credits in Year 3 by the end of August 2011.

**Describe your goal**

Our 11<sup>th</sup> Grade Team will monitor and work closely with those students that are in the 11<sup>th</sup> grade lowest third. Each staff member within the 11<sup>th</sup> grade will have 6 or 7 advisees in the lowest third to monitor their academic achievement throughout the school year.

**5. Goal**

Increase our Regents Pass Rate on the Global History & Geography Regents. 70% of all students in grades 10, 11 and 12 that have yet to earn a score of 65 or greater on the Global Studies & Geography Regents will achieve a score of 65 or greater on the exam by the end of August 2011

**Describe your goal**

We will increase our overall pass rate of students scoring a 65 or greater on the Global History & Geography Regents from the previous year which was 67.3% of sophomores, juniors and seniors.

## 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):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Meet the New York State Graduation Requirement for the Class of 2011. 80% of seniors will have met their graduation requirements by the end of August 2011.</p> <p>There are currently 82 students that make up our Class of 2011. Of the 82 students that make up the Class of 2011, 66 will graduate by August 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>	<p><u>Credit Recovery and Regents Prep</u> We will continue to have a “Principal’s Academy” for the following subjects: English, Science, Mathematics, and History. All students who are deficient in credits will be assigned to the Principal’s Academy which takes place on Saturday mornings from 9:00 a.m. to 12:30 p.m. We will also continue to have our Credit Recovery Class for all students which take place on Tuesdays, Wednesdays and Thursdays from 3:30 p.m. – 4:30 p.m. The class will allow students to make up a credit in English and/or History or Mathematics and/or Science. The focus of the classes is Regents Prep which addresses both credit recovery as well as Regents readiness.</p> <p><u>Individualized schedules for seniors who are deficient in one or more classes</u> Those students that are deficient have also been placed into a special schedule (during the school day) that allows them to take their English 7 &amp; 8 and History 7 &amp; 8 classes throughout the year but also allows them to sit in 9th, 10th, and 11th grade classes.</p>
<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</p>	<p><u>Staffing and Support:</u> I have created two separate bulk jobs in Galaxy to pay per session (Contract for Excellence Funds / Job IDs GF3R1 &amp; GF3R2) for a Humanities teacher and a Math or Science teacher for Saturday’s “Principal’s Academy” (GF3R2) and during Credit Recovery classes Tuesday through Thursday (GF3R1).</p>

<p><i>support the actions/strategies/ activities described in this action plan.</i></p>	
<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>	<p><u>Pass Rates throughout the year</u>  We will continue to track our Seniors that are taking their day-to-day classes as well as the weekday Credit Recovery and Saturday “Principal’s Academy” classes to make sure they are on track. The counselor as well as the 12<sup>th</sup> grade teachers will have continued conversations with students that are struggling during their senior year. Those conversations take place on Monday, Tuesday and Wednesday each week from 12:45 p.m. – 1:34 p.m. Cohort data, attendance data, scholarship reports as well as teacher anecdotes (9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade teachers also provide weekly anecdotes on seniors that are taking their classes) are shared in the meetings.</p> <p><u>Graduation rate (including summer school if necessary)</u>  Ultimately, how many seniors graduate within 4 years (including summer school if necessary) will determine if we were successful or not.</p>
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase our Lowest Third Percentage in Year 1 Earning 10+ Credits. 75% of the School’s Lowest Third will Earn 10+ Credits in Year 1 by the end of summer school in August 2011.</p> <p>Our 9<sup>th</sup> Grade Team will monitor and work closely with those students that are in the 9<sup>th</sup> grade lowest third. Each staff member within the 9<sup>th</sup> grade will have 7 or 8 advisees in the lowest third to monitor their academic achievement throughout the school year. There are 161 freshmen (Year 1) that make-up our 9<sup>th</sup> grade class. Of those 161 freshmen, 53 will be part of year one’s lowest third. In order for us to achieve our goal, 40 of the freshmen in the lowest third must earn 10+ credits.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Collaborative Team Teaching:</u> In the 9<sup>th</sup> grade, we will have our special education teachers team-teach with our subject area teachers in four of the students’ academic core classes (Math, Science, English and History) as well as our Literacy class (five total). This additional support will not only help the 40% of special education students in the classes but the 60% of general education students as well. Funds have been set aside for planning and curriculum development for the co-teachers.</p>

	<p><u>Academic Data:</u> I will monitor the scholarship reports each quarter so that when my Assistant Principals and I meet with the 9<sup>th</sup> Grade Team Leader on a weekly basis, we will be able to discuss how the students in the lowest third are progressing academically.</p> <p><u>Grade Level Meetings:</u> The Social Worker, Grade Level Leader and their team (staff) will have weekly conversations about the students in the lowest third each Monday during their “Kid Talk” sessions. The 9<sup>th</sup> grade team will meet from 8:25 a.m. – 9:14 a.m. This will allow the teachers to share anecdotes and student work with their colleagues.</p> <p><u>Credit Recovery Classes:</u> The classes will allow students to make up credits that they are deficient in. This will also help them earn 10+ credits since any class they are successful in during regular school and after school (Principal’s Academy and Weekday Credit Recovery Class) count towards the accumulation of credits for the academic school year.</p> <p><u>Summer School:</u> If the students in the lowest third are not successful earning all their academic credits in the fall and spring semesters, they will be mandated for summer school classes. They would be eligible to take up to 3 classes if needed.</p>
<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>	<p><u>Staffing and Support:</u> I have created two separate bulk jobs in Galaxy to pay per session (Contract for Excellence Funds / Job IDs GF3R1 &amp; GF3R2) for a Humanities teacher and a Math or Science teacher for Saturday’s “Principal’s Academy” (GF3R2) and during Weekday Credit Recovery classes Tuesday through Thursday (GF3R1).</p>
<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>	<p><u>Pass Rates and Credit Accumulation throughout the year</u>  I will use my scholarship reports in January as well as in June to track the amount of credits earned during the academic school year which includes classes throughout the regular school day, Saturday’s “Principal’s Academy” and Weekday Credit Recovery classes. If necessary, we will also track summer school classes as well.</p> <p><u>Daily &amp; Monthly Attendance</u>  Each day we will track our attendance so that we can communicate with the families of our students in the lowest third that are either absent or late to school. We will also track the attendance of our Saturday and Weekday Credit Recovery classes. We will communicate the</p>

	<p>attendance for the credit recovery classes to the parents each Saturday afternoon.</p> <p><u>AIS &amp; Attendance Logs</u> Will be submitted and remain on file in the Principal's office.</p> <p><u>Weekly Meetings with Administration &amp; Grade Level Leader</u> The Assistant Principals and I will monitor the work of the 9<sup>th</sup> grade team through our weekly meetings with the 9<sup>th</sup> Grade Team Leader.</p>
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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase our Lowest Third Percentage in Year 2 Earning 10+ Credits. 75% of the School's Lowest Third will Earn 10+ Credits in Year 2 by the end of August 2011.</p> <p>Our 10<sup>th</sup> Grade Team will monitor and work closely with those students that are in the 10<sup>th</sup> grade lowest third. Each staff member within the 10<sup>th</sup> grade will have 4 or 5 advisees in the lowest third to monitor their academic achievement throughout the school year. There are 100 sophomores (Year 2) that make-up our 10<sup>th</sup> grade class. Of those 100 sophomores, 33 will be part of year two's lowest third. In order for us to achieve our goal, 25 of the sophomores in the lowest third must earn 10+ credits.</p>
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<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Collaborative Team Teaching:</u> In the 10<sup>th</sup> grade, we will have our special education teachers team-teach with our subject area teachers in 4 of the students' academic core classes (Math, Science, English and History). This additional support will not only help the 40% of special education students in the classes but the 60% of general education students as well. Funds have been set aside for planning and curriculum development for the co-teachers.</p> <p><u>Academic Data:</u> I will monitor the scholarship reports each quarter so that when my Assistant Principals and I meet with the 10<sup>th</sup> Grade Team Leader on a weekly basis, we will be able to discuss how the students in the lowest third are progressing academically.</p> <p><u>Grade Level Meetings:</u> The Social Worker, Grade Level Leader and their team (staff) will have weekly conversations about the students in the lowest third each Monday during their "Kid Talk" sessions. The 10<sup>th</sup> grade team will meet from 9:17 a.m. – 10:06 a.m. This will allow the teachers to share anecdotes and student work with their colleagues.</p> <p><u>Credit Recovery Classes:</u> The classes will allow students to make up credits that they are deficient in. This will also help them earn 10+ credits since any class they are successful in</p>
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	<p>during regular school and after school (Principal’s Academy and Weekday Credit Recovery Class) count towards the accumulation of credits for the academic school year.</p> <p><u>Summer School:</u> If the students in the lowest third are not successful earning all their academic credits in the fall and spring semesters, they will be mandated for summer school classes. They would be eligible to take up to 3 classes if needed.</p>
<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>	<p><u>Staffing and Support:</u> I have created two separate bulk jobs in Galaxy to pay per session (Contract for Excellence Funds / Job IDs GF3R1 &amp; GF3R2) for a Humanities teacher and a Math or Science teacher for Saturday’s “Principal’s Academy” (GF3R2) and during Weekday Credit Recovery classes Tuesday through Thursday (GF3R1).</p>
<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>	<p><u>Pass Rates and Credit Accumulation throughout the year</u>  I will use my scholarship reports in January as well as in June to track the amount of credits earned during the academic school year which includes classes throughout the regular school day, Saturday’s “Principal’s Academy” and Weekday Credit Recovery classes. If necessary, we will also track summer school classes as well.</p> <p><u>Daily &amp; Monthly Attendance</u>  Each day we will track our attendance so that we can communicate with the families of our students in the lowest third that are either absent or late to school. We will also track the attendance of our Saturday and Weekday Credit Recovery classes. We will communicate the attendance for the credit recovery classes to the parents each Saturday afternoon.</p> <p><u>AIS &amp; Attendance Logs</u>  Will be submitted and remain on file in the Principal’s office.</p> <p><u>Weekly Meetings with Administration &amp; Grade Level Leader</u>  The Assistant Principals and I will monitor the work of the 10<sup>th</sup> grade team through our weekly meetings with the 10<sup>th</sup> Grade Team Leader. Ultimately, how many seniors graduate within 4 years (including summer school if necessary) will determine if we were successful or not.</p>
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific,</i></p>	<p>Increase our Lowest Third Percentage in Year 3 Earning 10+ Credits. 75% of the School’s Lowest Third will Earn 10+ Credits in Year 3 by the end of August 2011.</p>

<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our 11<sup>th</sup> Grade Team will monitor and work closely with those students that are in the 11<sup>th</sup> grade lowest third. Each staff member within the 11<sup>th</sup> grade will have 6 or 7 advisees in the lowest third to monitor their academic achievement throughout the school year. There are 88 juniors (Year 3) that make-up our 11<sup>th</sup> grade class. Of those 88 juniors, 29 will be part of year two's lowest third. In order for us to achieve our goal, 22 of the juniors in the lowest third must earn 10+ credits.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Collaborative Team Teaching:</u> In the 11<sup>th</sup> grade, we will have our special education teachers team-teach with our subject area teachers in 4 of the students' academic core classes (Math, Science, English and History). This additional support will not only help the 40% of special education students in the classes but the 60% of general education students as well. Funds have been set aside for planning and curriculum development for the co-teachers.</p> <p><u>Academic Data:</u> I will monitor the scholarship reports each quarter so that when my Assistant Principals and I meet with the 11<sup>th</sup> Grade Team Leader on a weekly basis, we will be able to discuss how the students in the lowest third are progressing academically.</p> <p><u>Grade Level Meetings:</u> The Social Worker, Grade Level Leader and their team (staff) will have weekly conversations about the students in the lowest third each Monday during their "Kid Talk" sessions. The 11<sup>th</sup> grade team will meet from 10:09 a.m. – 10:58 a.m. This will allow the teachers to share anecdotes and student work with their colleagues.</p> <p><u>Credit Recovery Classes:</u> The classes will allow students to make up credits that they are deficient in. This will also help them earn 10+ credits since any class they are successful in during regular school and after school (Principal's Academy and Weekday Credit Recovery Class) count towards the accumulation of credits for the academic school year.</p> <p><u>Summer School:</u> If the students in the lowest third are not successful earning all their academic credits in the fall and spring semesters, they will be mandated for summer school classes. They would be eligible to take up to 3 classes if needed.</p>

<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>	<p><u>Staffing and Support:</u> I have created two separate bulk jobs in Galaxy to pay per session (Contract for Excellence Funds / Job IDs GF3R1 &amp; GF3R2) for a Humanities teacher and a Math or Science teacher for Saturday's "Principal's Academy" (GF3R2) and during Weekday Credit Recovery classes Tuesday through Thursday (GF3R1).</p>
<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>	<p><u>Pass Rates and Credit Accumulation throughout the year</u>  I will use my scholarship reports in January as well as in June to track the amount of credits earned during the academic school year which includes classes throughout the regular school day, Saturday's "Principal's Academy" and Weekday Credit Recovery classes. If necessary, we will also track summer school classes as well.</p> <p><u>Daily &amp; Monthly Attendance</u>  Each day we will track our attendance so that we can communicate with the families of our students in the lowest third that are either absent or late to school. We will also track the attendance of our Saturday and Weekday Credit Recovery classes. We will communicate the attendance for the credit recovery classes to the parents each Saturday afternoon.</p> <p><u>AIS &amp; Attendance Logs</u>  Will be submitted and remain on file in the Principal's office.</p> <p><u>Weekly Meetings with Administration &amp; Grade Level Leader</u>  The Assistant Principals and I will monitor the work of the 11<sup>th</sup> grade team through our weekly meetings with the 11<sup>th</sup> Grade Team Leader. Ultimately, how many seniors graduate within 4 years (including summer school if necessary) will determine if we were successful or not.</p>
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase our Regents Pass Rate on the Global History &amp; Geography Regents. 70% of all students in grades 10, 11 and 12 that have yet to earn a score of 65 or greater on the Global Studies &amp; Geography Regents will achieve a score of 65 or greater on the exam by the end of August 2011</p> <p>We currently have a total of 100 sophomores (they will take the exam for the first time in June 2011), 29 juniors and 17 seniors that have yet to achieve a score of 65 or greater on the Global History &amp; Geography Regents exam. Most of the juniors and seniors will sit for the Global</p>

	<p>History &amp; Geography Regents in January 2011. If they are not successful in achieving a score of 65 or greater they will take the exam again in June 2011 and if needed August 2011. All sophomores will sit for the Global History &amp; Geography Regents for the first time in June 2011. If the sophomores are not successful, they will retake the exam in August 2011. In order for us to achieve the goal of 70%, 102 out of the 146 total sophomores, juniors and seniors must achieve a score of 65 or greater on the Global History &amp; Geography Regents by the end of August 2011. The final percentage to determine whether we were successful or not will only be based on students that sit for the exam in January, June and/or August 2011. If a student does not take the exam they will not be counted towards the denominator.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Collaborative Team Teaching</u>          In the 10<sup>th</sup> grade, we will have our Special Education teacher team-teach with our Global Studies teacher in two of the four blocks. This additional support will not only help the 40% of special education students in the classes, it will benefit the 60% of general education students as well. Funds have been set aside for planning and curriculum development for the co-teachers.</p> <p><u>Smart Board Technology</u>          Our 10<sup>th</sup> Grade Global Studies teacher and our, 11<sup>th</sup> and 12<sup>th</sup> grade Global Regents Prep teacher, will continue to work with a Smart Board in their classrooms. They will attend workshops that allow them to better their expertise so that they build on lessons that are intriguing and instructional to the students.</p> <p><u>Global Studies Regents Prep Class</u>          All juniors and seniors that start the school year in September 2010 without having earned a score of 65 or greater on the Global Studies &amp; Geography Regents will be programmed into a regents prep class with our 12<sup>th</sup> and 9<sup>th</sup> Grade History teacher that will meet five days a week from 8:25 a.m. to 9:14 a.m. Monday through Friday.</p> <p><u>Saturday Practice Regents Exams</u>          Our 10<sup>th</sup> Grade Global Studies teacher will be available to have students take a practice regents exam and go over it on the three Saturdays prior to the January and June regents.</p> <p><u>Mandated Summer School</u>          If the students in the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade are not successful in earning a score of 65 or greater on the Global Studies &amp; Geography Regents in January and/or June, they will be mandated for summer school. They will be programmed into a global studies regents prep class</p>

	and will take the August 2011 exam.
<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>	<p><u>Staffing and Support:</u>  I have created a separate bulk job in Galaxy to pay per session (Contract for Excellence Funds / Job Id GF3R2) for the Saturday Practice Regents Exams.</p>
<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>	<p><u>Saturday Practice Regents Exams</u>  Students will take practice exams from the previous years to expose them to the exam and track their results. This will occur on the three Saturdays leading up to the Global History &amp; Geography Regents at the end of the Fall semester (January) for juniors and seniors only and then again at the end of the Spring semester (June) for all sophomores as well as juniors and seniors that were not successful in January. This will allow our 10<sup>th</sup> Grade Global Studies teacher, our 12<sup>th</sup> and 9<sup>th</sup> Grade History teacher and I an opportunity to do an item analysis of the exams so that we can pin point topics students understand vs. topics they may still be struggling with. This will allow the teachers to focus on covering those topics that students are struggling with as they review for the exam.</p> <p><u>Regents Results from January, June and if needed August 2011</u>  Once the students have taken the actual test in January, June and/or August of 2011, we will know how many were successful in earning a score of 65 or greater. Once again the final percentage to determine whether we were successful or not will only be based on students that sit for the exam in January, June and/or August 2011. If a student does not take the exam they will not be counted towards the denominator.</p>

## **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	61	34	22	18	23	7	40	28
10	23	11	6	6	19	5	19	19
11	16	6	4	11	31	4	9	16
12	2	3	2	11	19	2	7	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>	Monday through Friday students in grades 12 that failed the ELA Regents attend the AIS class from 12:45 p.m. to 1:34 p.m.
<b>Mathematics:</b>	Monday through Friday students in grades 10 through 12 that failed the Integrated Algebra Regents attend the AIS class from 9:17 a.m. to 10:06 a.m.
<b>Science:</b>	Monday through Friday students in grades 10 through 12 that failed the Living Environment Regents attend the AIS class from 10:09 a.m. to 10:58 a.m.
<b>Social Studies:</b>	Monday through Friday students in grades 9 through 12 that failed the Global Studies Regents attend the AIS class from 8:25 a.m. to 9:14 a.m.
<b>At-risk Services Provided by the Guidance Counselor:</b>	At the end of every marking period, the counselor meets with those students that are failing one or more classes to discuss AIS opportunities offered at the school. In February, the counselor and principal have students sign contracts with their parents mandating tutoring x amount of days per week. Students' grades will be reversed if they attend tutoring 80% of days and earn a 70 or greater at the end of the spring semester.
<b>At-risk Services Provided by the School Psychologist:</b>	Students see the psychologist at the Montefiore Clinic on a weekly basis for 45 minutes. Students are referred by the principal, social worker, teachers, or guidance counselor.
<b>At-risk Services Provided by the Social Worker:</b>	Students see the social worker on a case by case basis once a week as well as in groups. Students are referred by the principal, teachers or guidance counselor. All students who are entitled to special education services see the social worker counselor as mandated by their Individualized Educational Plan.

<b>At-risk Health-related Services:</b>	Students that are registered with Montifore clinic see the doctor as needed. When there is an outbreak such as the H1N1 virus, the doctor will see non registered students to assess whether they are ill or not.
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**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) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**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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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</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	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

---

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

The student population of the Urban Assembly School for Careers in Sports is comprised of 69.8% Hispanic students. As such, the need for services for Spanish speaking parents is very great. Through our Advisory system, parents are contacted beginning the last week of August. Advisors report back to the office households which are in need of translation services.

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.

Due to the large Spanish speaking community within our school, we have found that the best way to ensure that parents receive the information they deserve in a manner that is both timely and accessible is to send every mailing home in both English and Spanish to the entire school population. Both secretaries, Assistant Principal, 100% of our school aides, Paras and parent coordinator are all bilingual, ensuring that there is always a Spanish speaking staff member available to talk with parents either on the phone or in person. We discuss the needs of our Spanish speaking parents at our school wide staff meeting and PTA meetings.

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

---

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

Our principal's secretary is responsible for translating all communication from the school to parents into Spanish. Using a computer translation program and her own native knowledge of the Spanish language, she translates every letter mailed home from the school including school wide mailings and letters to parents about individual students.

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.

Our Parent Coordinator is primarily responsible for communicating in Spanish with Spanish speaking parents. She sits in on all meetings where translation is needed and speaks on the phone when necessary. In her absence, the principal's secretary, Assistant Principal, Dean, School Aides, and Payroll Secretary, are all available to act as interpreters. The Parent Coordinator also attends all PTA meetings, ensuring that Spanish speaking parents feel a part of the school community and that their voices are being heard.

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 will send a mailing out to all parents in June 2010 and September 2010 informing them of the Chancellor's regulation and the rights that it provides them. The Parent Coordinator will address the regulation at the first two PTA meetings in the fall 2010. We feel that, in practice, we have been providing the services required by the Chancellor for the past eight years, but we will work harder to ensure that all parents and guardians are aware that these services exist within our school.

## 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:	\$217,666	\$185,534	\$403,200
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,176	\$1,855	\$\$,031
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10,883	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$21,766	*	

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

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

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

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

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

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

**See Attached**

**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.

**See Attached**

**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.
  - See page 12 and 13
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:
    - o 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.

**Response:**

- 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.
  - The various social and career-oriented activities offered to our students including: community service with New York Cares and Project READ, mentoring with I-Mentor and AEA Investors, and an assortment of internship opportunities with an array of sports-related and non-sports related companies and non-profit organizations.
  - The opportunity for our students from Grades 11 through 12 to earn free college credits while enrolled in high school through the College Now Program at Hostos and Bronx Community Colleges.
  - SAT Prep Class that will be administered to all 11<sup>th</sup> graders in the fall & spring semesters.
  - The high level of integration of technology and art in our elective classes.
- Meet the educational needs of historically underserved populations.
  - 99% of our students are historically underserved and benefit from the instructional strategies listed here and above (refer to pages 26 and 27)
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - For AIS services please refer to pages 26 and 27.
  - Our social worker has been instrumental in providing social services and support to students and families in need.
  - Montefiore Health Center is located within our campus which allows students to be seen on a daily basis for medical care (i.e. Immunizations, Physical Examinations, and Counseling).
  - For career and mentoring opportunities please see above.

- Are consistent with and are designed to implement State and local improvement, if any.
    - Our balanced literacy program and our literacy initiative across disciplines are supported by research and consistent with state and local improvement policies.
3. Instruction by highly qualified staff.
    - Teachers receive training that enables them to take a holistic approach to student learning. Through this training, teachers increase their understanding of:
      - ❖ Urban and diverse student populations.
      - ❖ Urban learning contexts.
      - ❖ Inquiry based learning and other modern pedagogical techniques/school wide literacy programs.
  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.
    - The data specialist participated in on-going ARIS training throughout the year. He was able to turn-key the information to the entire staff during our bi-monthly grade level leaders' meetings.
    - Two teachers (Mentors) were responsible for the professional growth and development of two new staff members this past year. The assistant principal met and coordinated with the mentors on an on-going basis.
    - All school-wide Professional Development that took place twice a month on Mondays dealt with creating a "Smart School".
  5. Strategies to attract high-quality highly qualified teachers to high-need schools.
    - The school will continue to participate in job fairs run by the City as well as Urban Assembly.
    - The school hosted 4 student teachers, 2 in the fall and 2 in the spring, from Columbia Teachers' College who worked directly with our 9<sup>th</sup> grade Mathematics teacher. The school also had two student teachers from Lehman College that worked with our 10<sup>th</sup> grade History teacher in the fall and our 10<sup>th</sup> grade Mathematics teacher in the spring.
    - As mentioned above, two teachers mentored two new staff members this past year. This support has allowed the new teachers to flourish and return for the upcoming academic year.
  6. Strategies to increase parental involvement through means such as family literacy services.
    - Develop an evening literacy program incorporating parents and children. Reading, writing and speaking skills will be stressed allowing parents to enter the job market with proficiency and to improve those skills that already exist.
  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.

- NA

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.
  - Teachers of English and Mathematics will continue to participate in professional development opportunities provided by Urban Assembly to develop and implement performance tasks and scoring guides for next year. These tasks will be assigned to all students in Mathematics and English once in the fall and once in the spring semester.
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.
  - a. Principal's Academy (English, History, Math and Science) - These classes are provided on Saturdays for all core subjects from 9:00 a.m. to 12:00 p.m. The teachers re-teach previous material that the students were not successful with in their first attempt.
  - b. Credit Recovery Weekday Program (English, History, Math and Science) - These classes are provided on Tuesdays, Wednesdays and Thursdays for all core subjects from 3:30 p.m. to 4:30 p.m. The teachers re-teach previous material that the students were not successful with in their first attempt.
  - c. Saturday Regents Prep - This service is provided on Saturdays, seven weeks prior to the Regents Exams. Students come and take an actual Regents Exam and are given their grades on Monday. This allows students to see what it is like to sit for an actual exam and it also allows them to track their scores and reach out to the peer tutors during the week for additional help.
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.
  - a. Violence Prevention Workshops: all 12<sup>th</sup> grade students participate in this NYC funded program throughout the fall semester (12 weeks). The purposes of the workshops are to make students aware of their choices and prepare them to make sound decisions that will lead to future success.
  - b. Title 1 Funding: compensation for teachers who design and facilitate programs for students in need of academic intervention.

## 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	✓			\$217,666	✓	14-24, 26-28, 31-37
Title I, Part A (ARRA)	Federal	✓			\$185,534	✓	14-24, 26-28, 31-37
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓			\$81,014	✓	14-24, 26-28, 31-37
Tax Levy	Local	✓			\$2,788,984	✓	14-24, 26-28, 31-37

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**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.

**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:** NA **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:** NA

**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.)
  - Eleven students
2. Please describe the services you are planning to provide to the STH population.
  - Students will meet with our school social worker on a weekly basis. Parents/Guardians will also be invited in to discuss issues and concerns with the social worker as well.
  - Students will be encouraged to participate in our after school tutorial program so that they have access to a teacher as well as a desktop computer if needed to complete their work.
  - Our data specialist will monitor their attendance, grades, participation and homework on a weekly basis. If needed, he will recommend them to our school's guidance counselor for academic intervention.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Urban Assembly School for Careers in Sports					
<b>District:</b>	7	<b>DBN:</b>	07X548	<b>School</b>	320700011548	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		86.5	86.6	86.7
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	85	96	163				
Grade 10	85	96	105				
Grade 11	81	72	84				
Grade 12	73	76	72				
Ungraded	0	1	0				
<b>Total</b>	<b>324</b>	<b>341</b>	<b>424</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	92.6	94.0	94.8

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	70.7	82.1	83.0

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	11	4

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	3	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	55	66	68
# in Collaborative Team Teaching (CTT) Classes	31	52	68	Superintendent Suspensions	16	10	12
Number all others	11	2	15				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	2	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	19	21	25
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	6	7
# receiving ESL services only	15	22	TBD	Number of Educational Paraprofessionals	2	3	3
# ELLs with IEPs	4	7	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	1	19	% fully licensed & permanently assigned to this school	100.0	100.0	91.7
				% more than 2 years teaching in this school	84.2	61.9	56.0
				% more than 5 years teaching anywhere	63.2	52.4	48.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	62.0	72.0
American Indian or Alaska Native	0.3	0.0	0.7	% core classes taught by "highly qualified" teachers	90.7	100.0	78.9
Black or African American	28.7	29.0	23.6				
Hispanic or Latino	69.1	69.8	71.7				
Asian or Native Hawaiian/Other Pacific	0.9	1.2	0.2				
White	0.3	0.0	0.0				
<b>Male</b>	84.3	83.6	83.5				
<b>Female</b>	15.7	16.4	16.5				

#### 2009-10 TITLE I STATUS

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

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

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native				-	-	
Black or African American				-	-	-
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander						
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>3</b>	<b>3</b>	<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	NR			
<b>Overall Score:</b>	92.5	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	11.8	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	20.8	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	50.9					
<i>(Comprises 60% of the</i>						
Additional Credit:	9					

<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)

# SCHOOL PARENTAL INVOLVEMENT POLICY

## PART I - GENERAL EXPECTATIONS\_

The Urban Assembly School for Careers in Sports agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- 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 (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* 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 program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

*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- Parental Involvement of the ESEA.*

## **PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. The **Urban Assembly School for Careers in Sports** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:  
The PTA executive board or SLT member (parent) will be made aware of the monthly borough wide parent meetings and asked to attend.
2. The **Urban Assembly School for Careers in Sports** will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
  - Publish the results of NYS Regents Examinations in *The Principal's Newsletter*;
  - Invite parents to attend test data review sessions with the faculty;
  - Discuss longitudinal test data results and brainstorm along with the faculty concerning performance improvement.
3. The **Urban Assembly School for Careers in Sports** 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 the quality of its Title I, Part A program. 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.
  - The school will develop and implement record keeping for parental involvement in both curricular and extra-curricular activities;
  - The school will develop and implement a questionnaire in order to assess the barriers to parental involvement in our community;
  - The school will invite both parents and faculty to take part in focus groups that will address the removal of barriers to parental involvement in our community;
  - William Mann, Mathematics Coordinator, will be responsible for writing the survey and interpreting the results. Felice Lepore, Principal, will be responsible for implementing the record keeping and the administration of the survey.

4. The **Urban Assembly School for Careers in Sports** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- 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:
  - the State's academic content standards;
  - the State's student academic achievement standards;
  - the State and local academic assessments including alternate assessments;
  - the requirements of Title I, Part A;
  - how to monitor their child's progress; and
  - how to work with educators.

Through our School Leadership Team, families are notified when state assessments are scheduled. They are informed concerning effective lifestyle procedures for their children. Each year the school hosts a curriculum evening in September where families are made aware of state content and achievement standards, including different levels of high school diploma requirements.

- 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:
  - ESL workshops will be given to parents during the third week of each month throughout the entire school year. Parents will be afforded the opportunity to better their own English skills with ESL tutorials held on the third Tuesday and Thursday of each month, from 3:30 - 5:00, as well as on the third Saturday of each month from 9:00 – 1:00. This program will begin tentatively on Tuesday, September 14, 2010. English language acquisition along with strategies that may better assist their child with homework, reading, writing, speaking and listening will be the focus of the workshops. This program will end on Saturday, June 5, 2010.  
\*\*Please note that translation/interpretation services will be provided by either Ms. Leyda Mattei, Parent Coordinator; Ms. Ramirez, School Secretary; or Mr. Pacheco, Spanish Teacher.
- The school will, with the assistance of the district and 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 the school by:
  - Engaging the teachers in meaningful professional development concerning conversations with the families of our students.
  - Adding a short verbal communication concerning parental involvement to the "Parent Talk" telephone calls that are made by the staff to the families of our students every three weeks.

- Informing student families when their child will be receiving an academic award, and inviting them to attend the awards assembly.
  - Investigate the possibility of “family awards” given by the students to their families during school assemblies, Heritage Day or Parent Night.
- 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 Title I 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:
    - *The Principal’s Newsletter*, published once a month in both English and Spanish will alert parents to upcoming events.
    - The school sends out letters in both English and Spanish to alert parents of upcoming events.
    - Student office workers who are employed by the school will call parents to remind them of upcoming events.

### **PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

In order to maximize parental involvement in our community, The **Urban Assembly School for Careers in Sports** plans to:

- pay 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;
- 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;
- adopt and implement model approaches to improving parental involvement.



# *e Urban Assembly School for Careers in Sports*

**at South Bronx Campus High Schools**

*in partnership with Urban Assembly*

**Felice Lepore, Principal**

701 St. Ann's Avenue, Bronx, NY 10455

Telephone (718) 993-0255 Fax (718) 993-1567

[www.academyforcareersinsports.org](http://www.academyforcareersinsports.org)

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by participation in our School Leadership Team meetings throughout the year and ratified at the SLT Meeting on Wednesday, May 12, 2010.

This policy was adopted by the **Urban Assembly School for Careers in Sports** on 05/12/10 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before Wednesday, September 22, 2010.

*(Signature of Principal)*

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*(Date)*

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## **SCHOOL-PARENT COMPACT**

### **School Responsibilities**

The **Urban Assembly School for Careers in Sports** will:

- **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 as follows:**
  - Ensure that all core content area teachers are "highly qualified" according to ESEA standards
  - Provide timely professional development for teachers concerning Differentiated Instruction in the full-inclusion classroom
  - Provide training in the Wilson Reading Program
  - Maintain a cooperative learning environment in each classroom across all subject areas where students will have multiple differentiated opportunities for success

- **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:**
  - September 20, 2011: Curriculum Evening
  - October 28-29, 2011: Fall Parent Teacher Conferences
  - March 17-18, 2011: Spring Parent Teacher Conferences
  
- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
  - Teachers will inform families of student progress by calling home on the following weekends:

October 6, 2010	April 13, 2011
November 10, 2010	May 25, 2011
January 5, 2011	
March 2, 2011	
  
- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
  - Our staff is available by grade level for parents who wish to meet with all of their children's teachers at the same time as follows:  
Monday: 9th Grade (8:25 a.m. – 9:14 a.m.), Monday: 10th Grade (9:17 a.m. – 10:06 a.m.),  
Monday: 11th Grade (10:09 a.m. – 10:58 a.m.), Monday: 12th Grade (12:45 p.m. – 1:34 p.m.).
  - Special accommodations for parents who cannot meet at the above mentioned times will be made, including lunch time and/or after school meetings.
  - It is a policy of the school that teachers are always available for consultation with parents. If necessary, coverage for an ongoing class can be arranged so the teacher may meet with the parent.
  
- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
  - Our school has an open door policy. Any parent is able to walk into the school at any time that classes are in session and observe/participate in their child's class or any other class that they would like to see. The school encourages parents to do so.

## Parent Responsibilities

We, as parents, will support our children's learning by:

- *supporting my child's learning by making education a priority in our home by:*
  - *making sure my child is on time and prepared everyday for school;*
  - *monitoring attendance;*
  - *talking with my child about his/her school activities everyday;*
  - *providing an environment conducive for study;*
  - *making sure that homework is completed;*
  - *monitoring the amount of television my children watch;*
  - *monitoring the amount of time my child uses the computer / internet;*
- *volunteering in my child's classroom;*
- *participating, as appropriate, in decisions relating to my children's education;*
- *promoting positive use of my child's extracurricular time;*
- *participating in school activities on a regular basis;*
- *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;*
- *communicating positive values and character traits, such as respect, hard work and responsibility;*
- *respecting the cultural differences of others;*
- *helping my child accept consequences for negative behavior;*
- *being aware of and following the rules and regulations of the school and district;*
- *supporting the school's discipline policy;*
- *express high expectations and offer praise and encouragement for achievement.*

## PART II OPTIONAL ADDITIONAL PROVISIONS

### STUDENT RESPONSIBILITIES

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

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning- pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *get adequate rest every night;*

- *give to our parents, or to the adult who is responsible for our welfare, all notices and information we receive at school every day.*

<p>ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW, BUT <u>OPTIONAL</u> AS TO BEING INCLUDED IN THE SCHOOL-PARENT COMPACT)</p>
---

**The Urban Assembly School for Careers in Sports** will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy in an organized, ongoing, and timely way;
- involve parents in the joint development of any school wide program plan in an organized, ongoing, and timely way;
- 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 and will encourage them to attend;
- 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;
- 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;
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as much as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the State assessment in at least English I
- language arts and mathematics; and
- 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 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

OPTIONAL SCHOOL RESPONSIBILITIES

To help build and develop a partnership with parents to help their children achieve the State’s high academic standards, The **Urban Assembly School for Careers in Sports** will:

- recommend to the Local Educational Agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams;
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in *Section 1118- Parental Involvement* of Title I, Part A;
- work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

SIGNATURES

School Staff-Print Name	Signature	Date
Parent(s)- Print Name(s)		
Student (if applicable)- Print Name		

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)



**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>type here</b>	District <b>07</b>	School Number <b>548</b>	School Name <b>Careers in Sports</b>
Principal <b>Felice Lepore</b>		Assistant Principal <b>Johanny Garcia</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Karl Akopian/ESL</b>		Guidance Counselor <b>Paula Pryce Bremmer</b>	
Teacher/Subject Area <b>Michael Santana/English</b>		Parent <b>Elaine Morales</b>	
Teacher/Subject Area <b>Ramon Pacheco/Spanish</b>		Parent Coordinator <b>Leyda Mattei</b>	
Related Service Provider <b>Jennifer Elliot</b>		Other <b>type here</b>	
Network Leader <b>Michelle Cohen</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>1</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>429</b>	Total Number of ELLs	<b>22</b>	ELLs as Share of Total Student Population (%)	<b>5.13%</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.
1. Those students who may possibly be ELLs are given a Home Language Identification Survey and are required (if new to the school system) to take the LAB R exam. If students are indeed ELLs, they are placed into the appropriate ESL classes and each year are required to take the NYSESLAT to see if they have mastered the English Language. The person responsible for conducting the screening, administering the HLIS, the LAB-R and the formal initial assessment is our certified ESL teacher, Mr. Karl Akopian.
  2. At the beginning of the semester in September we have orientation sessions for the parents of newly enrolled/identified ELL students. At this orientation we explained all three program choices to all parents in attendance. All parents are given the opportunity to watch a video explaining all program choices. We also do mailings in Spanish and English and go over all the items discussed in the meeting.
  3. At the beginning of each school year we host a meeting with the family of all our English Language Learners. At that meeting we make sure to distribute all entitlement letters, Parent Survey and Program Selection. Parents are given the opportunity to fill out the surveys on the spot. Parents' selections are placed in students' folders and inside the ESL coordinator folder located in the main office.
  4. Meetings are held with parents to notify them that their child needs ESL services (we are not a bilingual school). It is explained to them that every ELL needs to take a mandated amount of minutes of ESL instruction. They are also notified that their child will be tested during the spring semester to find out if they are to come out of ESL classes. After getting the NYSESLAT results, the ESL coordinator sends home a letter stating if the student is to continue receiving the services or tested out of ESL.
  5. For some reason we do not get a larger number of ELL, but the ones we get are interested in our ESL program. We have a school of 429 students and only 22 are ELLs.
  6. Our program is aligned with parents' requests. As we have previously stated in question number five, our school is real small and the current program we are offering is ESL because of parents choice. This information is given to parents at the parent orientations held every time a new ELL is placed into our school.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										8	9	2	3	22
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	8	9	2	3	22

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	13
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	12

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	6	0	1	4	0	2	12	0	10	22
<b>Total</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>12</b>	<b>0</b>	<b>10</b>	<b>22</b>

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

## C. Home Language Breakdown and ELL Programs

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

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

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																
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										8	8	3	2	21
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other											1			1
<b>TOTAL</b>	<b>0</b>	<b>8</b>	<b>9</b>	<b>3</b>	<b>2</b>	<b>22</b>								

## Part IV: ELL Programming

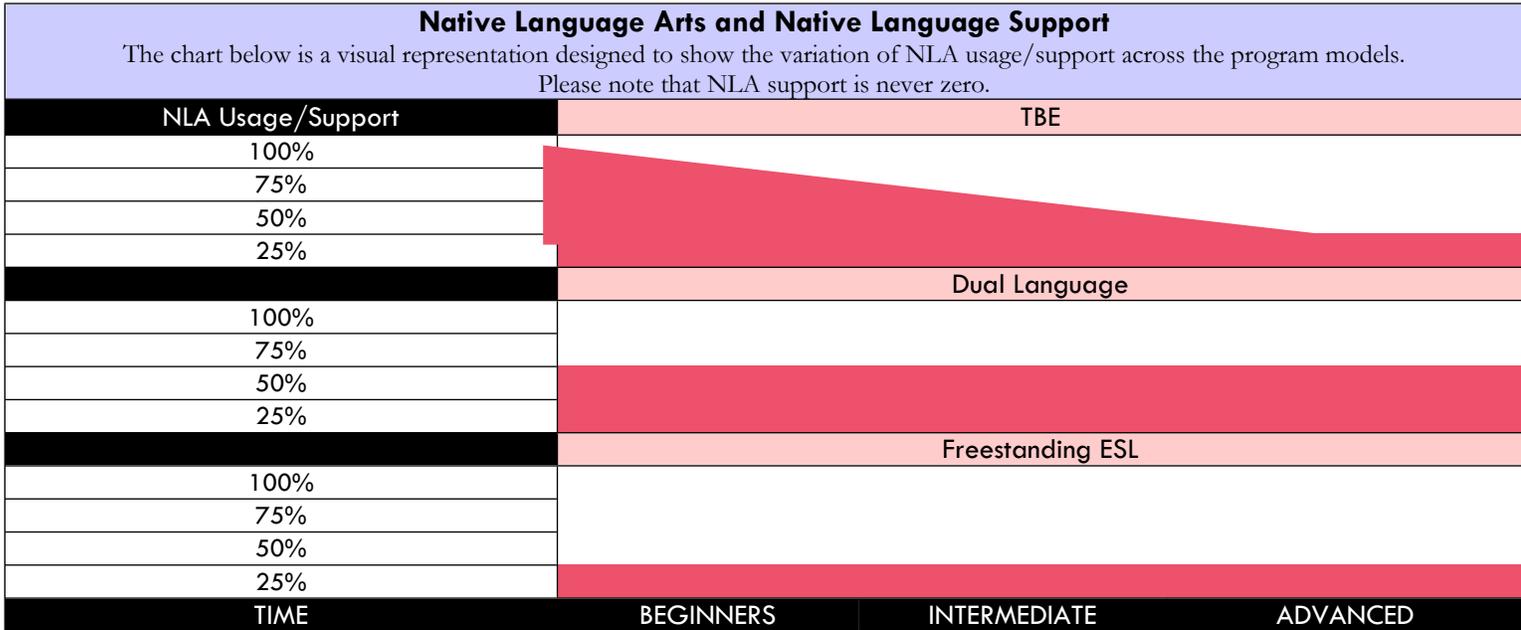
### A. Programming and Scheduling Information

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.

1. a. Instruction is delivered in a self-contained environment, meaning that all ELLs (only ELLs) report to an ESL class every single day.
  - b. The ESL class is a heterogeneous. ESL teacher is aware of their proficiency levels and is able to address their needs.
2. All our ELLs receive a fifty minutes ESL class per day. That 250 minutes per week is offered in addition to 180 minutes of ELA instruction to serve those students with an advance proficiency level. Beginners and intermediate students received all that plus Push-In instruction. Our ESL teacher goes into their English and Social Studies classes and provides extra support. On top of these services, all students are also encouraged to attend out after school program where they can benefit from more services.
3. Content areas are delivered in the English language. Our ESL meets with the rest of the staff members and provides them with updates in terms of each of our ELLs. The ESL teacher also co-plans with his colleagues in order to differentiate the ELL's instruction.
4. a. We currently do not have any Sife. If in the future we end up having some Sife, our school will provide all the resources necessary to make sure that their needs are met. Resources such as individual tutoring, buddy system, before and after school programs, differentiated instruction and proficiency level software will be made available to all students.
  - b. In our school we will accommodate newcomers. We are a school who currently offer ESL classes based on parents' choice. All our ELLs will benefit from tutoring, a buddy system, before and after school programs, differentiated instruction and softwares.
  - c. All of our students who have been receiving ESL for 4 to six years are provided with the services needed. We use in-school assessments as well as the NYSESLAT results to identify the area they need help with. Once we know their weaknesses, it is easier for everyone to help them out. All these students are scheduled into an ESL class and in some of their cases, our ESL teacher goes and serves as a co-teacher in some of their main courses.
  - d. Our Long-Term ELLs will receive all services mentioned above, plus different academic interventions. This population tends to drop out of school and that is why counseling and constant dialogues with students, their family and teachers will be taking place.
  - e. Whenever we get a student who is both, Special Ed. and ELL, we make sure to look into the IEPs and see if the classifications are correct. If the classification is correct, the Special Education teacher is always present at all meetings.

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
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?

5. Every teacher in our school is aware of the fact that they need to work with our ESL teacher to modify the instruction given to our ELLs. As stated before, our ESL teacher goes into main subject classes (English, Social Studies, Math and Science) and provides support to our ELLs population. Those students also receive support from bilingual classmates. The classroom teachers identified hard working bilingual students and sat them next to our ELLs.

6. Every student who have tested out of ESL is still welcome to benefit from the services we provided them with. They can still join our ESL classes, after school program and they also have the flexibility of taking their regents (other than the ELA) in Spanish and get time and half to complete each exam.

7. No new program or improvements are being considered for the upcoming school year.

8. No program will be discontinued.

9. Our ELL population is invited (mailings, orientations, etc) to participate in every single one of the programs offered during and after school hours. We have organized team sports, internships, community service, after school tutoring as well as after school and Saturday school classes among many other programs. All of our students, without any exception, is able to benefit from these programs.

10. Some of the instructional materials used in the ESL class are:

Hit the Ground Running: Exploring Idioms in English	Options Publishing	
Comprehensive Reading Assessment	Options Publishing	
Finding the Main Idea	McDonald	
Practical Grammar Activities	McDonald	
Building Vocabulary	McDonald	
Study Skills: Book A&B	McDonald	
Visions: Language, Literature, Content	Thomson-Heinle	
Reading Skills	Instructional Fair	Language
Practice	Steck Vaughn	
Comprehension: Skills	Steck Vaughn	

All of our classrooms are equipped with smart boards which can be used for interactive lessons. Every teacher has access to laptops and desktops for students' use. Our ESL teacher also meets with the main subject teaches and provide them with material relevant to their classes which they can provide to our ESL population.

11. All of our students are required to one year of a foreign language. In our school that foreign language is Spanish. All of our ELLs take Spanish classes and are able to further develop their native language. They also benefit from the fact that more than half of our staff members speak Spanish.

12. Yes, all teachers look at the proficiency level, age and grade of each student and based on that determine the services and support needed.

13. All of our ELL's and their families are invited to come into an open house (late August) where services and support systems are explained to all of them. This allows those students the opportunity to meet their teachers before hand.

14. We do not offer any language elective, but we do offer a one year of Spanish.

## 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.

1. Over the course of the school year 2010-2011, our English, ESL and NLA teachers, will conduct a series of 4 workshops focusing on how staff can adapt their methodology to best meet the needs of ELL students.

WORKSHOP 1: They will ensure that a list of the names of all students classified as ELL learners is distributed to the staff at the beginning of the fall term. The committee will lead an introductory to ELL workshop for the staff as a whole. Within this workshop, they will outline the rights/needs of ELL students. They will make clear that ELL is not considered a learning disability and that being an ELL student does not reflect upon a student's intelligence or potential. This is an important point to understand because sometimes ELL students see any help offered to them as a slight and are resistant to seek the additional support to which they are entitled.

They will also outline a basic list of ways that a teacher can support ELL students within the classroom.

WORKSHOP 2: This workshop will be conducted in a roundtable discussion on the progress that teachers have noticed being made by ELL learners within their classrooms. Teachers should bring examples of student work. Teachers will discuss difficulties that they are having in reaching ELL students and brainstorm ways that they can improve their relationships. They will also discuss the one to one instruction with these particular students within their classrooms. Our English teacher, who will supply published materials to support these discussions, will facilitate this workshop.

WORKSHOP 3: This workshop will be an investigation of what it feels like to be an ELL student. Our English teacher will conduct the workshop as a class in which she is the teacher and the staff is the students. Our English teacher will teach the class in a foreign language, with the full expectation that the students will understand everything that she says and will be penalized for not being able to follow the class. This exercise will be followed by a roundtable discussion of what it felt like to be the students and what it felt like to be the teacher.

WORKSHOP 4: This workshop will be a follow up on the progress made by ELL students throughout the year. It will also focus on ELL students and the Regents exams. Teachers will have a chance to reflect on themselves as practitioners and how they can improve for the following year.

2. During weekly meetings, teachers and staff members discuss different issues concerning students. Everyone is informed of the academic and social status of each individual student in order to collectively determine how to get better results from each student. The ELL teacher shares with the rest of the staff improvements being made by the ELL students. The teachers then respond with any improvements they have noticed in their own classes and suggestions they may have for helping ELL students do better.

It is extremely important for a teacher to know the performance level of each one of his/her students and to see how their students are performing in other classes. This is an opportunity that our weekly meetings provide our staff members. There they can discuss different strategies that will, in the short and long run, help each one of our students.

Aside from our weekly meetings, the ELL teacher, as well as the rest of the staff attends different regional meetings and workshops offered by the Office of English Language Learners to gather more information on how to best serve our students. We will also organize more workshops where people from our network come to our school and talk to all our teachers about ELLs.

3. Every single one of our staff members participate in bi-weekly Professional Development (PD). In a year, we have approximately twenty PD's (1 hour and 1/2 each) of which five of them are pertaining to ELLs. Those five ELLs meeting are presented by Mr. Akopian, our certified ESL teacher. It is an expectation that all our teachers will implement the methodologies, strategies and suggestions given in this meetings. The first meeting for the 2010-2011 school year took place on October 11th.

### 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?

1. Parents of ELLs need to be informed of the programs offered at the school and that is why at the beginning of the semester in September we have orientation sessions for parents of newly enrolled/identified ELL students. At this orientation we explain all three program choices to all parents in attendance. There we let every parent know about the services we can offer their children. For instance, if their children are newcomers, they will receive all the support necessary to be successful in school. The same programs are offered to long term ELLs and those students with special needs will be offered what is stated on their IEPs.

2. Our PTA offers different workshops to all our parents. Some workshops related to: Financial Aid, Budgeting, First Aid, Voting Rights, etc.

3. Parents' needs are evaluated through conversations and monthly meetings. Our school has an open door policy and parents are always welcome to come in and be part of our school community. We also asked them to fill out our Parent Surveys and other questionnaires.

4. All of our parental involvement activities are ran in English and Spanish as per parents' request. If needed, translators will be available.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	2	0	0	4
Intermediate(I)										4	2	2	1	9
Advanced (A)										2	5	0	2	9
Total	0	0	0	0	0	0	0	0	0	8	9	2	3	22

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B										1	2	0	0
	I										1	1	0	0
	A										6	6	2	3
	P													
READING/WRITING	B										1	3	0	0
	I											2	4	0
	A										5	4	0	3
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0

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

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

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

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

New York State Regents Exam				
Number of ELLs Taking Test			Number of ELLs Passing Test	
	English	Native Language	English	Native Language

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		2	
Math	10		10	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	11		10	
Physics				
Global History and Geography	5		1	
US History and Government	3		2	
Foreign Language		2		2
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 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?

3. Knowing the sections students are struggling with is a good thing because this allows the teacher to focus on these particular areas of the test hopefully leading to an improvement in students' scores.
4.
  - a. Eight of our ELLs are incoming 9<sup>th</sup> graders who have not taken any previous regents. By looking at the assessment data above, it seems that the Global regents is the toughest test to pass for these particular students. All of them have been given the test in both English and Spanish, but they have all elected to do it in English.
  - b. We have not offer the ELL Periodic Assesment to our student, but will do so.
  - c. NA
5. NA
6. Our ESL program will be a success when our students are able to pass all their classes, State Exames and are able to communicate effectively in the English language.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/25/10
	Assistant Principal		10/25/10
	Parent Coordinator		10/25/10
	ESL Teacher		10/25/10
	Parent		10/25/10
	Teacher/Subject Area		10/25/10
	Teacher/Subject Area		10/25/10
	Coach		
	Coach		
	Guidance Counselor		10/25/10
	Network Leader		10/25/10
	Other		10/25/10
	Other		
	Other		
	Other		