



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____THE HIGH SCHOOL OF SPORTS MANAGEMENT_____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____21k348_____

PRINCIPAL: _____ROBIN PITTS_____ **EMAIL:** _____RPITTS@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: _____AIMEE HOROWITZ_____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Robin Pitts	*Principal or Designee	
Amy Zarrouk	*UFT Chapter Leader or Designee	
Janice Dolan	*PA/PTA President or Designated Co-President	
Craig Goldsberry	DC 37 Representative, if applicable	
Erik Boccadifuoco Kayla Fernandez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Cathy Furman	Member/Teacher	
Robert Duncan	Member/Teacher	
Sharon Clarke	Member/Parent	
Niktoya Schuler	Member/Parent	
Luz Fernandez	Member/Parent	
Claudia Solorzano	Member/Parent	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- By June 2012, our lowest third sub-groups across the 9-11th grades will show an increase of at least 10% in meeting the promotional criteria of 10+ credit gains.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

On our 2010 Progress Report, the percent of students who obtained 10+ credits in grades 9-11 dropped from 2% to 18%. During the course of 2010-11 school year, we had an increase in student absenteeism and courses failed.

To combat a repeat of this behavior, we have intensified our advisory efforts to include sessions and activities that are centered on character development and social responsibility. Academic support services (College Readiness Training, SAT-Kaplan Prep, Literacy, and Regents Preparation) have been instituted for this population. Teachers have been identified to work with smaller groups of students to check-in and guide their behaviors towards education and self-respect.

These programs will begin October 2011 through January 2012. They will begin again with different students from February 2012 through May 2012. As a school, we have included our low performing students in our after-school Arts, Music and Dance Program. Our goal is to further connect all students but particularly our sub-groups to the arts which may give them a greater respect for their education.

The strategies that have been identified in our Parent Involvement Policy (PIP) will be implemented for this goal to be accomplished, Communication from the school will be key in its success.

Teachers within our school community and within our network who have demonstrated ability to show student scholarship will be invited to participate in the academic services program that supports our students ability to obtain 10+ credits this year.

As a school community, we will continue to recruit teachers who demonstrate a willingness and ability to educate students who historically enter high school deficient of basic skills in math, literacy, and reasoning.

For each of the support service programs we will use. Title I and Fair Student Funding allocations to implement these activities. Monitoring the impact of these events will take place each marking period.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - providing materials and training to help parents work with their children to improve their achievement level in all courses and use of technology;
 - providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Teachers in the courses of mathematics, science, and global history will be further trained in GAP analysis to determine student academic needs.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

As Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and Local funds such as: Fair student Funding (Tax Levy), Title I funds, Contract for Excellence, 21st Century Grant, NYSTL Software, and Human resources to implement this action plan from September 2011 through June 2012 as indicated below:

- Supervisor per session 3 days per week
- Consumable instructional material for use during extended day programs
- Teacher per session 3 days per week in technology professional development and differentiated professional development

- Teacher Per session-AM classes in mathematics for lowest third students grades 9 -10.
- Teacher per-session-Saturday school and after school program: courses in mathematics, science, and global history will be further trained in GAP analysis to determine student academic needs.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June 2012, there will be a 5-7% increase in students with disabilities (SWD) and students identified as English Language Learners (ELL's) that will meet the Regents Diploma criteria for their respective grade (i.e 9th Living Environment and Integrated Algebra; 10th English, Global History, and Geometry, 11th –US History).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Our English Language learners (9) and Students with Disabilities (64) make up twenty percent of our student population. In a school wide effort to support these two sub-groups we have begun the work of identifying their academic strengths and weaknesses.

Teachers will be further trained in Response Training and Intervention (RTI) to immediately support students who lack basic academic and/or social skills that impede their ability to process classroom information.

We will use the services of our network in developing an understanding of RTI protocols and hire the AUSSIE team to sustain the practices the teachers begin to implement in their classes.

Our ESL teacher will continue to push-in the Global History, Science, and English classes to support our English Language Learner (ELL) students. This teacher has been given a six period teaching assignment to further support (pull-out) those students who recently transitioned out of the bilingual program, yet they are still academically fragile in literacy.

Teachers will be trained to include those protocols for students with Disabilities (SWD) and ELL as they implement the Common Core Strategies in mathematics and literacy.

Provide professional development for teachers on how to utilize instructional resources, differentiation and cognitive demanding tasks, to address the needs of all students through instructional strategies that are pedagogically sound.

Work collaboratively with the teacher teams to seek resources needed to develop a quality IEP. Work closely with teacher teams to make certain that the needs of students at the bottom 1/3 is being addressed and met.

Teachers will be able to create tasks around ALL subject areas (Assignments) that align with UDL and Common Core Learning Standards.

Additional funds will be allocated for staff members including General Education, Special Education, and Bilingual Teachers to plan lessons and create curriculum

maps to support their respective populations.

Monthly SWD meeting will be held to include all staff members as they prepare and revise academic and social behavior goals for students during the annual review process.

Fair Student Funding allocation will support the academic intervention services in Regents Preparation for tenth grade SWD and ELL in Global History.

Parents will be notified of all support services that are provided for the school for their child's success.

The parents in consultation with the School Leadership Team would like two of the HSSM PA meetings dedicated to the parents of SWD and ELL. We have scheduled those service providers from the 21st Century Grant funding to support parents in December 2011 and March 2012.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

SEE ABOVE

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
 - providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Parents will be notified of all support services that are provided for the school for their child's success.

The parents in consultation with the School Leadership Team would like two of the HSSM PA meetings dedicated to the parents of SWD and ELL. We have scheduled those service providers from the 21st Century Grant funding to support parents in December 2011 and March 2012.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We will continue to work with our Network to attract HQT in the areas of Special Education and English Language Learners. We will continue to build capacity within our school to train teachers in dual-certification (ESL+content specialty). Provide mentoring for teachers to enhance their pedagogical strategies.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and Local funds such as: Fair student Funding (Tax Levy), Title I funds, Translation Services, Contract for Excellence, 21st Century Grant, NYSTL Software, and Human resources to implement this action plan from September 2011 through June 2012 as indicated below:

- Supervisor per session 3 days per week
- Consumable instructional material for use during extended day programs-Regents Preparation
- Teacher per session 3 days per week in technology professional development and differentiated professional development
- Teacher Per session-AM classes in mathematics for lowest third students grades 9 -10.
- Teacher per-session-Saturday school and after school program: courses in mathematics, science, and global history will be further trained in GAP analysis to determine student academic needs.
- Teacher per session-Small group classes (5-10)

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By June 2012, students with attendance between 75-84% (47 students) will improve their year to date attendance by 5-7%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The 2010-11 Progress Report identified extreme drops academically and in daily attendance records.

To combat this negative pattern, our school leadership decided to focus on those students who have an identified daily attendance record of 74-85%. These forty seven (47) students make of 8% of our student population; however with a concerted effort, they are the identified population that can place our attendance back to 88-90%.

The 47 students span grades 9-12 and have a history of weak attendance patterns.

This year, we plan to incentivize excellent attendance with movie tickets, electronic games, and trips to help motivate students to come to school each day.

The Parent Coordinator implemented the Champions Breakfast Program specifically for our 47 targeted students. Each month they are rewarded during a breakfast celebration for their timeliness to school. Each of their parents is invited to the program. Awards are given to the official classes that have the greatest attendance percentage for the month.

Teachers have adopted "Bring a Friend to School" campaign to support our attendance outreach program. It is our goal to help educate our entire HSSM community. The 'attendance' scholarship is everyone's responsibility.

Fair Student Funding will be used to support each of our outreach efforts. The attendance teacher will work on several Saturdays to go to the homes of our most flagrant absentee students.

We will employ the services of the campus social worker to counsel student and/or family services may be warranted to identify and correct familiar issues that prevent the student from affording school.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - providing materials and training to help parents work with their children to improve their Attendance and achievement,
 - providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Continue to train all staff member of attendance procedures
Provide attendance incentives by class and grade.****Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
Students in temporary housing will be closely monitored and provided with supportive services give their current housing situations. Incentives will be awarded to this population of students for positive changes in attendance.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and Local funds such as: Fair student Funding (Tax Levy), Title I funds, VATEA, Translation Services, Contract for Excellence, 21st Century Grant, NYSTL Software, and Human resources to implement this action plan from September 2011 through June 2012 as indicated below:

- Supervisor per session 3 days per week
- Consumable instructional material for use during extended day programs
- Transportation and admission into cultural programs and activities: Broadway shows, museums, art exhibits, etc.

- Teacher per session 3 days per week in technology professional development and differentiated professional development
- Teacher Per session-AM classes in mathematics for lowest third students grades 9 -10.
- Fair Student Funding will be provided to service and support students who need basic supplies and uniforms to come to school.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- By June 2012, 80% of all eleventh grade students will enroll in SAT preparatory classes and participate in Regents level Physics, Chemistry and Advanced Algebra courses to meet the needs of our college readiness program.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In an effort to further support our college readiness program, more of our students must take and show proficiency in advanced mathematics and science. Using the data gleaned from our 2010-2011 Progress Report we have concentrated our efforts with our eleventh grade students in SAT preparation.

In order for our school to increase the College Readiness underscore we must insure that all students are prepared to meet the collegiate expectation of the national Preliminary and Scholastic Aptitude Tests (P/SAT).

The strategies that we will implement

- Revolution-SAT Preparation 10th grade teachers
- Kaplan SAT Prep Course (six weeks in the spring)
- Registration to College Board site 9-12
- Teacher training in ELA and mathematics SAT preparation
- Teacher alignment of courses with college expectation in ELA and mathematics
- Fall/Spring College Tour
- In-advisory college preparation units from essay writing, selecting the 'right' school
- October – College Awareness Month
- Two HSSM PA meetings will focus on college preparation and financial aid/scholarship acquisitions
- Full-time college advisor

These activities will be funded with Fair Student Funds. College tours will be funded by families and community partners.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
 - conduct parent workshops with topics that may include: how to get my child prepared for college, parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home to become more college ready.
 - supporting or hosting College Family Day events;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Full-time college advisor

Train advisory teachers in College Readiness Practices and protocols

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

(see above)

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and Local funds such as: Fair student Funding (Tax Levy), Title I funds, ARRA funds, Translation Services, Contract for Excellence, 21st Century Grant, NYSTL Software, and Human resources to implement this action plan from September 2011 through June 2012 as indicated below:

- Teacher per session for overnight college tour (Upstate NY and Southeastern Region)
- Consumable instructional material for use during extended day programs-SAT classes
- Transportation and admission into College Fair(s)—Big Apple, NY-Black College Fair
- Teacher per session 3 days per week in technology professional development and differentiated professional development-college application process
- Teacher Per session-AM classes in mathematics and ELA for lowest third students grades 11-12

- SAT Review books will be purchase for all 10th and 11th grade students
- Parent and Student workshops will be conducted for college readiness.
- College Advisor will be available for class sessions for all 9th, 10th and 11th grade teachers.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- By June 2012, 100% will introduce lessons framed around the common core standards in literacy and mathematics, coupled with instructional practices that should result in greater academic achievement of their respective students.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The city-wide expectations for all instructional personnel include the implementation of the common core in English Language Arts and Mathematics.

Teachers will continue to be trained in the implementation of literacy strategies that focus on reading non-fiction and informational text; coupled with writing strategies that highlight argumentative writing and research that is supportive of the argumentative position.

Common Planning time and Professional development services will be on-going to support teachers in the lesson plan/curriculum development that includes common core learning strategies.

Peer-Observations will be conducted by all staff members each month to replicate best teaching practices.

Teaching binders will be developed by all instructional personnel that will identify curriculum

- Teacher pedagogical practices
- At risk students and academic intervention plan between transition period

Avenues of Assistance provided will be monitored by administration using the Danielson Framework for Teacher Effectiveness.

Highly effective staff members will turn key best practices during professional development sessions.

Title I funds will be used to support teacher development.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- - providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy and math;
 - providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - providing assistance to parents in understanding City, State and Federal standards and assessments;
 - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Recruit teachers from local colleges that implement in their training "Common core Standards
Continue to train current staff members common core learning standards using Aussie consultants****Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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(see above)

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and Local funds such as: Fair student Funding (Tax Levy), Title I funds, VATEA, Translation Services, Contract for Excellence, 21st Century Grant, NYSTL Software, and Human resources to implement this action plan from September 2011 through June 2012 as indicated below:

- Supervisor per session 3 days per week
- Professional instructional material for common core learning standards workshops
- Per session grade team and departmental implementation study sessions

- Per-session—curriculum development and alignment
- Fair Student Funds to hire Aussie consultant for (6) coaching sessions
- Common planning time for groups to meet after-school 2 times per week using Per-Session Funding.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	114	114	17	N/A	27	2	1	N/A
10	36	22	41	7	13	0	3	N/A
11	21	15	28	38	6	0	11	N/A
12	4	1	20	19	5	0	14	2

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>Ramp-Up Program</p> <p>Ramp-Up is a double period class that meets five days per week during the students' regular school days. Through independent readings, RA/TA/TA, and independent work periods, the students learn to appreciate the written word and the importance of it in their daily lives. This program carries through to success in other classes and throughout their academic career.</p> <p>ICT Class</p> <p>The ICT class combines the talents and skills of two experienced, tenured teachers who assist both general education students as well as ISS students. These students are afforded the student/teacher ratio of 17:1. Evidence of individual attention and differentiated instruction is apparent during the 3rd and 5th periods when the classes meet on a daily basis.</p> <p>Accelerated Reading/Accelerated Writing Classes</p> <p>To assist all incoming freshmen an Accelerated Reading/Writing Program is incorporated into each of their school days. In addition to being enrolled in traditional English 1 and English 2 classes, these supplementary classes offer students additional opportunities to practice their Reading/Writing skills across the content areas. These classes meet one period per day, five days per week during which students are exposed to five months of Accelerated Reading, and then five months of Accelerated Writing or vice-versa.</p> <p>Saturday School</p> <p>In addition to the above services, students are given the opportunity to attend 1 ½ hour tutoring sessions on Saturday mornings. During these sessions, basic reading and writing skills are reviewed with the students. Additionally, Regents preparation is provided.</p> <p>Tutoring</p> <p>Finally, tutoring sessions are held during the students' lunch periods and at the end of the school day. Participation is voluntary. However, many students are encouraged to attend in order to improve their skills and/or prepare for exams, including standardized tests.</p>

<p>Mathematics</p>	<p>All ninth grade Integrated Algebra courses are designed for a double period. The teachers are able to provide mathematical foundational support. In excess of 70% of our entering students score below 2.5 on the city-wide math test. In order to support their mathematical framework, they spend additional time in mathematics.</p> <p>Tutoring is available for all math courses during the students' lunch periods and at Saturday School for Integrated Algebra, Geometry and Algebra 2/Trigonometry. An extra period of AP Calculus is offered period 1 to help students with this rigorous course. Freshman with level 1 and 2 have an additional period of math every day built into their program.</p>
<p>Science</p>	<ol style="list-style-type: none"> 1. Collaborative Team Teaching 2.. Saturday School for Living Environment, Chemistry & Physics 3. Regents Prep for all four sciences 4. One to one and small group tutoring before/after school and Lunch periods (Circular 6)
<p>Social Studies</p>	<ol style="list-style-type: none"> 1. One-to-One Tutoring during the school day 2. Peer-to-Peer Tutoring during the school day (All lunch periods in Student Cafeteria) 3. After School Tutoring 4. In class Regents Preparation 5. Professional Development Workshops that center on test taking strategies, topics that appear on regents exam 6. Saturday School classes in Global History and American History 7. Two weekends of Intense Regents Preparation 8. Accommodate students with resources, sample exams and Regents review books 9. After School courses – PM School (credit recovery) 10. Edu-game software utilized in the classroom. This program provides students with feedback on questions answered correctly and incorrectly.
<p>At-risk Services provided by the Guidance Counselor</p>	<p>Ongoing during the school day: AIS services are provided based on assessment of data pulled for each student and response to referrals made by other professional staff members. Report cards, transcripts, attendance and deans records are reviewed to identify strengths and weaknesses. Weaknesses are addressed with individual supports such as tutoring during and after the school day. PM School for credit recovery and skill building, Saturday School tutoring, Saturday guidance counseling hours. After and during school support groups.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>Individual counseling on an as-needed basis.</p>

<p>At-risk Services provided by the Social Worker</p>	<p>Facilitate/Participate in Interdisciplinary meetings with teachers, parents and appropriate staff, as relates to individual students. Conduct counseling sessions as needed, individually or in a group. Respond to crisis situations as needed and provide appropriate intervention</p>
<p>At-risk Health-related Services</p>	<p>Assess records and referrals to identify if student is at risk due to health related issues. Review immunization records, attendance history, medical history (vision, hearing, and special medical alerts). Provide 504 accommodation if requested. Monitor supports needed by student. Provide parent with resource information for outside agencies for long term interventions. For at risk students with social, emotional health related issues, support is provided in 1:1 and group counseling sessions during and after school day.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, The High School of Sports Management, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families in our school. The High School of Sports Management's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I. The High School of Sports Management will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

At **The High School of Sports Management**, our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The High School of Sports Management will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

The High School of Sports Management, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- Adhere the HSSM 12 non-negotiables contract;
- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Chris Groll/Lucius Young	District 21	Borough Brooklyn	School Number 348
School Name The High School of Sports Management			

B. Language Allocation Policy Team Composition [?](#)

Principal Robin Pitts	Assistant Principal Allison Farrington
Coach Orville Graham	Coach type here
ESL Teacher Mila Bary	Guidance Counselor Janu Williams
Teacher/Subject Area Kathryn DiTusa	Parent Januice Dolan
Teacher/Subject Area type here	Parent Coordinator Mia Hall
Related Service Provider Deeana Pandolfini	Other type here
Network Leader Lucius Young	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	371	Total Number of ELLs	8	ELLs as share of total student population (%)	2.16%
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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. 

Program Model Used at The High School of Sports Management

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

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

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

Identification of English Language Students

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

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

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

Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In										4	3	1	0	8
Total	0	0	0	0	0	0	0	0	0	4	3	1	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)		Special Education	1
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	2

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
Dual Language										0
ESL	6		1	2		0				8
Total	6	0	1	2	0	0	0	0	0	8

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

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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3	2		0	5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1	1	1		3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian											1			1
Other														0
TOTAL	0	4	4	1	0	9								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

Pas1. Our ESL program is designed such that students are pulled-out for individualized instruction, while at the same time the ESL teacher pushes into the english and History classes for those students who receive services. the ESL classes are ungraded due to the very small population of ESL students we serve.

See attachment.

The High School of Sports Management
Robin Pitts, Principal

DEPARTMENT OF PUPIL PERSONNEL SERVICES
Janu Williams, Guidance Counselor

ADMISSION CHECKLIST FOR ENGLISH LANGUAGE LEARNERS

Last Name	First Name	Date of Birth	Date
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TASK	STAFF MEMBER	DATE
HOME LANGUAGE		

PLACEMENT DEADLINE (10 SCHOOL DAYS AFTER ENROLLMENT)

NOTICE OF INTERPRETER SERVICES FORM PROVIDED:

_____ Parent(s) _____ Student

ADMISSION PACKET ISSUED

ASSISTED IN COMPLETION OF FORMS:

ADMISSION APPLICATION

HOME LANGUAGE IDENTIFICATION SURVEY

ETHNIC IDENTIFICATION

BLUE CARD

IMMUNIZATION RECORD REVIEWIED

ISSUE FORM 211

WELCOME PACKED ISSUED

INFORMED OF DATE/TIME OF PLACEMENT TEST

ADMISSION PACKET TO LAB BASIS COORDINATOR

STUDENT TESTED ESL ____ Bilingual ____

LAB R – FORM B -- PLACEMENT _____

MATHEMATICS -- PLACEMENT _____

PARENT VIDEO VIEWED

PARENT SURVEY & PROGRAM SELECTION

FORM COMPLETED. CHOICE: _____

PARENT INFORMED OF DATE/TIME OF PARENT

ORIENTATION _____

ADMISSION PACKET TO ROOM 137

REQUEST FOR PROGRAM ENTERED

PACKET TO PUPIL ACCOUNTING SECRETARY TO

A. Programming and Scheduling Information

ENTER ON ATS
 FAX COPY OF TRANSCRIPT FOR EVALUATION
 COPY OF TRANSCRIPT TO COUNSELOR

ADMISSION PACKET TO PROGRAM OFFICE

PROGRAM TO STUDENT

ADMISSION PACKET PREPARED FOR FILING
 DATE _____

Placement of ELL's

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

Level	Placement	Periods of Instruction	Daily Instruction – Minutes
B – Beginner	LA	1	45
	LSA	2	90
I – Intermediate	LB	1	45

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
The Beginner level of 75% receives three (3) 45-minute periods of instruction on a daily basis.	
The Intermediate level of 50% ESL receives two (2) 45-minute periods of instruction on a daily basis.	
The Advanced level of 25% ESL receives one (1) 45-minute period of instruction on a daily basis.	
Native Language Usage/Support	Dual Language
100%	
Current Instructional Program and Student Demographics	
50%	
The High School of Sports Management	
Native Language Usage/Support	Freestanding ESL
100%	
overlapping session. 100% attracts a diverse multicultural student population; however, the majority of students are African-American and Latino. Currently, we have students representing 12 countries. They speak more than 7 different languages.	
50%	
ENROLLMENT OF 25% STUDENTS BY GRADE	
TIME	BEGINNERS INTERMEDIATE ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.	

9TH (4) HSSM
 10TH (3) HSSM

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?

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B. Programming and Scheduling Information--Continued

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- 13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- 14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- 15. Do required services support, and resources correspond to ELLs' ages and grade levels?
- 16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- 17. What language electives are offered to ELLs?

See above

NYSESLAT RESULTS – SPRING 2010

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)?

See above

1 Advanced
0 Proficient

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.

See above

1 Advanced
0 Proficient

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?

See above

A. Programming and Scheduling Information

E. Parental Involvement

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2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
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4. How do your parental involvement activities address the needs of the parents?

See above

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

SERVICES PROVIDED TO LONG TERM ELL'S

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

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

PROFESSIONAL DEVELOPMENT

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

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

INSTRUCTIONAL MATERIALS USED

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

A. Programming and Scheduling Information

FREESTANDING ENGLISH AS A SECOND LANGUAGE (ESL)

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

Qualifications for Teachers in ESL Models

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

ete response to questions 1-7 here

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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
FOR TBE /DL PROGRAMS: 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. 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 as 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?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

PROFESSIONAL DEVELOPMENT

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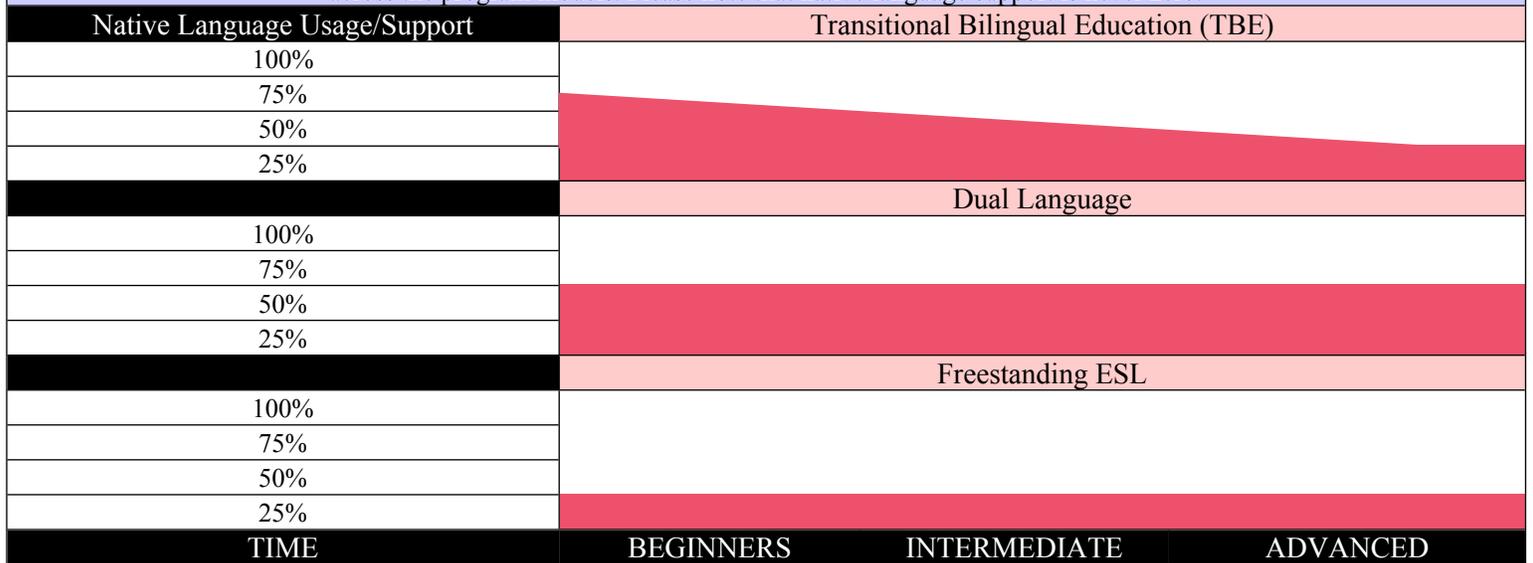
Additional Information

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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See above

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.
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Paste additional information here

Part VI: LAP Assurances

School Name: <u>The HS of Sports Management</u>		School DBN: <u>21k348</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robin Pitts	Principal		1/1/01
Allison Farrington	Assistant Principal		1/1/01
Mia Hall	Parent Coordinator		1/1/01
Mila Bary	ESL Teacher		1/1/01
Janine Dolan	Parent		1/1/12
	Teacher/Subject Area		1/1/12
	Teacher/Subject Area		1/1/12
Orville Ingram	Coach		1/1/12
	Coach		1/1/01
Janu Williams	Guidance Counselor		1/1/01
Lucius Young	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 21k348 **School Name:** The HS of Sports Management

Cluster: 4 **Network:** CFN#408

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 High School of Sports Management will use MicroSoft Office translation for quick letters and correspondence that goes out to families. These documents will be edited by our ESL and spanish teacher(s). We will engage the office of Oral Translation Unit for all comprehensive documents that are delivered to families. Handbooks and pamphletes will be produced by this office. Special events and programs will be translated in the family home language using our phone master system.

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.

At The HS of Sports Management, our translation needs are relatively small. We currently have an ELL population less than 2%. Inasmuch, we communicate school messages with our families who do not speak, read, or write English.

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.

As stated above, we will have all correspondence to families who do not read English provided with the documents in their respective home language. For planned events, these documents must be forwarded to the Translation Unit in sufficient time for delivery. Correspondence with a very short window of time will be handled using our online translation program for Spanish and French. These services are in-house.

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.

The oral interpretation services in the languages of Spanish, French, Mandarin, Cantonese, and Russian are provided in-house by school personnel. Students and families who speak Urdu or other languages, we will reach out to the International HS which is on our campus for immediate translation. For planned conferences, we will reach out to the Oral Interpretation Unit for services.

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 HS of Sports Management will make sure that all students and their families are provided with school information in that language that they indicate upon enrollment. As such, the school will insure according to Chancellor's Regulation A-663 that: a. regular and timely provisions of translated documents through either existing resources or the Translation and Interpretation Unit; and b. timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education.