



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : THE URBAN ASSEMBLY SCHOOL FOR CAREERS IN SPORTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07X548

PRINCIPAL: JOHANNY GARCIA EMAIL: JGARCIA30@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR-BROWN

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
JOHANNY GARCIA	*Principal or Designee	
ADRIAN KUHLMAN	*UFT Chapter Leader or Designee	
ELAINE MORALES	*PA/PTA President or Designated Co-President	
STEVE DE JESUS	DC 37 Representative, if applicable	
DESIREE CLAUDIO	PRESIDENT / STUDENT	
TIA POINDEXTER	VICE PRESIDENT / STUDENT	
LYNNE GAUTIER	PTA SECRETARY / PARENT	
MARIA MILLIAN	PTA TREASURER / PARENT	
LISA JONES	PARENT	
MAYRA LOZADA	PARENT	
DAIVD SMITH	ASSISTANT PRINCIPAL / SLT CHAIRPERSON / CSA / STAFF	
JESUS RODRIGUEZ	EDUCATIONAL PARA / UFT / STAFF	

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: Credit Accumulation

By June 2012, improve student credit accumulation from an average 79% of students earning 10+ credits each year to an average of 85% of students earning 10+ credits each year, and an average of 63% of students in the school's lowest third earning 10+ credits to 68% of students in the school's lowest third earning 10+ credits. We will do this by improving teacher quality in the areas of instruction and pedagogy.

Comprehensive needs assessment

- Presently, 79% of our students are earning 10+ credits each year and 68% of students in the lowest third of our school are earning 10+ credits each year.

Break down by grade level – percentage per grade

Pct. of Students Earning 10+ Credits in 1st Year =82.7%

Pct. of Students in School's Lowest Third Earning 10+ Credits in 1st Year =61.8%

Pct. of Students Earning 10+ Credits in 2nd Year =75.3%

Pct. of Students in School's Lowest Third Earning 10+ Credits in 2nd Year=56.3%

Pct. of Students Earning 10+ Credits in 3rd Year =79.3%

Pct. of Students in School's Lowest Third Earning 10+ Credits in 3rd Year=70.4%

- As standards rise, we have a need for our teams to meet and re-visit our curriculums (9-12) to identify areas of improvement. Because of the changing size of our physical school space and the corresponding increase in our student body we are moving towards more discipline based teacher teams in addition to grade teams. This is particularly important because we are increasing our staff at a rate of six members per year so the need to revisit alignment across grade levels in subject areas is more pressing.

Instructional strategies/activities

- As part of a City-Wide Initiative we are adjusting our evaluation system to include frequent mini-observations tied to a research based framework. (August and September)
- We have introduced a research based framework which has been emphasized by the City and our Network, during our professional development meetings. We gave each staff member an evidence binder to gather evidence of proficiencies in each component and we will meet with each staff member to collaboratively identify the component they which to focus on for the semester. These agreed goals will be the basis of our support based classrooms visits and debriefs. This initiative will continue for the entire school year. (September)
- We will design and implement a comprehensive teacher evaluation system that is based on frequent observations and actionable feedback. Every teacher will receive frequent observations, with post observation conversations following that visit. At this meeting teachers will have an opportunity to self-reflect, identify expectations for follow up visits and work with administration to create a timely action plan to achieve success in that area. (ongoing)
- We have conducted PDs focused on introducing the Common Core Standards to all staff members. (ongoing)
- Staff members will use their knowledge of common core to look at student and teacher work and create action plans for individual students. Those conversations will take place inside their weekly grade level meetings. (ongoing)
- We will train teacher-leaders to be highly effective facilitators of professional learning communities. We believe that effective teams use protocols and structured data-based or work based conversations to support improving student outcomes. (ongoing)
- Teams will share their work twice annually (in January and June).

Strategies to increase parental involvement

- We introduced the use of a research based framework for teacher support and evaluation at one of our Parent Teacher Association meeting. We will continue to do workshops on this framework and our work around teacher effectiveness throughout the year.
- We foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- We provide assistance to parents in understanding City, State and Federal standards and assessments;
- We share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- We communicate standards for student success to parents through the use of engrade grading system

Strategies for attracting Highly Qualified Teachers (HQT)

- In our job fair searches we will seek Highly Qualify teachers. After doing a need assessment of school staffing, we will set aside funds for staff members to continue their professional training in order to become qualified.
- In our job fair searches we will seek Highly Qualify teachers who work well in teachers teams. Our interviewing process will require for candidates to show evidence of their participation in effective teams.
- After doing a needs assessment of school staffing, we will set aside funds for staff members to continue their professional training in order to become highly qualified.

Service and program coordination

- We will rely on our Network (Urban Assembly, CFN 105) to provide our staff with logistical and professional support as we implement this initiative. Our staff will continue to benefit from multiple workshops sponsored by the Urban Assembly.
- We will use support from our Achievement Coach to work with teacher teams and individual teachers and co-teaching partnerships on increasing curricular alignment
- We will use the support of the Ramapo for Children program to work with teacher teams around effectively managing the needs of our students and supporting struggling learners.
- Members of our administration will participate in the University of Pittsburg Institute for Learning workshops and turn key information about literacy across discipline to staff members.

Budget and resources alignment

- Our network based Achievement Coach, Alexis Goldberg, will support our work through individual as well as group conversations with both administration and staff. We will use Children First Network money to support our professional development initiatives. We will use Title 1 moneys to help our current staff become highly qualified. We will use Title 1 SWP moneys to purchase supplies, including Evidence binders and for Per Session hours for after school research. (Galaxy Activities Code: XEAO, XE9B, GHDOI, 0559). We will use Title 1 moneys to help our current staff become highly qualified. We will use Title 1 SWP moneys to purchase supplies, including Evidence binders and for Per Session hours for after school research. (Galaxy Activities Code: XEAO, XE9B, GHDOI, 0559)

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: Attendance

Increase attendance from 83.3% to 85%.

Comprehensive needs assessment

Last year our attendance was 83.3%

Instructional strategies/activities

- phone calls
- messenger system
- attendance teacher
- teacher teams create interventions for chronically absentee students
- teacher teams do outreach (adopt a student)

Strategies to increase parental involvement

- *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;
- * translate all critical school documents and provide interpretation during meetings and events as needed;

Strategies for attracting Highly Qualified Teachers (HQT)

- In our job fair searches we will seek Highly Qualified teachers. After doing a need assessment of school staffing, we will set aside funds for staff members to continue their professional training in order to become qualified.

Service and program coordination

- We will use imentor staff to help out with students with attendance issues. Many of our mentors have been able to develop a good working relationship with our students and a simple conversation with their mentees can go a long way.
- Students who make it to school on time will benefit from a free breakfast.
- Students with improved and/or perfect attendance will be provided with certificates and recognition as incentives.

Budget and resources alignment

Our attendance teacher will be making necessary home visits to have conversations with parents and get students to school. As a school we have set aside money for a Messenger System which allows us to make mass calls. We have also set aside money for attendance related per session purposes. (XE9W)

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: Use programmatic and fiscal resources to increase student achievement for special education students

Use programmatic and fiscal resources to increase student achievement in the special education cohort. Through the use of flexible programming for special education staff and the addition of a targeted literacy assessment and literacy support for students who are significantly below grade level we will increase 10+ credit accumulations of students with IEPs from this year's numbers by 10%. We will measure student achievement by doing quarterly reviews of student data from this cohort and adjusting the support to meet those needs.

Comprehensive needs assessment

- Using the 8th grade cohort data for Math and English, we identified the lowest third in our current 9th through 11th grade.
- We used the data on ARIS and Performance Series to identify our student's literacy levels.
- We examined student IEPs.

Instructional strategies/activities

- We conducted a school wide literacy assessment to target students with literacy needs.
- We have created seven English CTT classes so that all special ed. Students get extra support in English. We have created six CTT Math classes, so that all special education students get extra support in Math. We have also created an additional English class for our 9th graders which support their abilities to write non-fiction essays.
- A number of teachers have been trained in both Wilson and Great Leaps programs.
- Twenty students are currently doing our Wilson program five days a week. An additional 10 to 15 students get Great Leaps support two to three times per week.

Strategies to increase parental involvement

- At our PTA meetings we have made presentation to the parents in attendance about our CTT designs and our Wilson and Great Leaps program.
- This information was also shared during our Parent teachers' conferences and during our open house meetings.
- We have communicated with the parents of our students affected by our flexible programming initiative, and continue to make staff available for those conversations.

Strategies for attracting Highly Qualified Teachers (HQT)

- We will recruit highly qualified teachers at job fairs
- We will make sure that our existing teachers received differentiated professional development to become highly qualified.
- We will provide our special education teaching staff with support in implementing Wilson and Great Leaps

Service and program coordination

- We have used the support of city Phase I specialists and network special education support to create flexible programming at our school.
- We have trained our teachers in Wilson and Great Leaps
- We have used the city sponsored online resource Ed Performance to measure our students' literacy levels.

Budget and resources alignment

We will use Children First Network money to support Urban Assembly initiatives. We will use Title 1 SWP moneys to purchase supplies, including Wilson training materials and Great Leaps students and staff binders. Per Session hours are also available for teachers. Staff members have received appropriate training for both, the Wilson and Great Leaps programs. (Galaxy Activities Code: XEAO, XE9B, GHDOI, 0559)

ANNUAL GOAL #4 AND ACTION PLAN
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	58	95	63	NA	20	8	30	25
10	NA	44	53	NA	15	6	36	21
11	NA	10	14	54	32	3	36	14
12	14	2	2	47	25	3	17	13

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
ELA	Monday through Friday students in grades 12 that failed the ELA Regents attend the AIS class from 2:29 p.m. to 3:18 p.m. 9 th grade students who performed at Level 1 or Level 2 on NYS Grade 8 ELA are taking a Literacy class, on top of their regular English class, which helps them with their reading and writing skills. Students are also benefiting from our Wilson and Great Leaps program.
Mathematics	Monday through Friday students in grades 10 through 12 that failed the Integrated Algebra Regents attend the AIS class from 12:45 p.m. to 1:34 p.m. 9 th grade students who performed at Level 1 or Level 2 on NYS Grade 8 Math are encouraged to participate in our after school tutoring program aside from benefiting from differentiated instruction inside their Integrated Algebra class.
Science	Monday through Friday students in grades 10 through 12 that failed the Living Environment Regents attend the AIS classes from 11:01 a.m. to 11:50 a.m. and 2:29 p.m. to 3:18 p.m. 9 th grade students who performed at Level 1 or Level 2 on NYS Grade 8 Science are encouraged to participate in our after school tutoring program aside from benefiting from differentiated instruction inside their Living Environment class.
Social Studies	Monday through Friday students in grades 11 through 12 that failed the Global Studies and/or the US History Regents attend the AIS classes from 11:01 a.m. to 11:50 a.m., 12:45 p.m. to 1:34 p.m. and 1:37 p.m. to 2:26 p.m. 9 th grade students who performed at Level 1 or Level 2 on NYS Grade 8 Social Studies are encouraged to participate in our after school tutoring program aside from benefiting from differentiated instruction inside their Social Studies class.
At-risk Services provided by the Guidance Counselor	At the end of every marking period, the counselor meets with those students that are failing one or more classes to discuss AIS opportunities offered at the school. Those students are signed up to our Peer to Peer Support Program. Students who fail for the semester are required to attend our credit recovery program and/or our Principal's Academy Program.
At-risk Services provided by the School Psychologist	Students see our psychologist or the psychologist at the Montefiore Clinic on a weekly basis for 45 minutes. Students are referred by the principal, social worker, teachers, or guidance counselor.
At-risk Services provided by the Social Worker	Students see the social worker on a case by case basis once a week as well as in groups. Students are referred by the principal, teachers or guidance counselor. All students who are entitled to special education services see the social worker counselor as mandated by their Individualized Educational Plan.

At-risk Health-related Services	Students that are registered with Montefiore clinic see the doctor as needed. When there is an outbreak such as the H1N1 virus, the doctor will see non registered students to assess whether they are ill or not.
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PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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, our school, 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. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school 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;

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;

Our school will further encourage school-level parental involvement by:

- 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;
- 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 electronic access to their children grades to keep them inform of their performance (ENGRADE), as well as three mandated phone calls from their children’s advisors.

SCHOOL-PARENT COMPACT

Our school, 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 Jon Green	District 07	Borough Bronx	School Number 548
School Name UA School for Careers in Sports			

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

Principal Johanny Garcia	Assistant Principal David Smith
Coach type here	Coach type here
ESL Teacher Karl Akopian	Guidance Counselor Paula Pryce-Bremmer
Teacher/Subject Area Michael Santana/English	Parent Elaine Morales
Teacher/Subject Area Ramon Pacheco/Spanish	Parent Coordinator Leyda Mattei
Related Service Provider Jennifer Elliott	Other type here
Network Leader Jon Green	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	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	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	482	Total Number of ELLs	27	ELLs as share of total student population (%)	5.60%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Those students who may possibly be ELLs are given a Home Language Identification Survey and are required (if new to the school system) to take the LAB R exam. If students are indeed ELLs, they are placed into the appropriate ESL classes and each year are required to take the NYSESLAT to see if they have mastered the English Language. The person responsible for conducting the screening, administering the HLIS, the LAB-R and the formal initial assessment is our certified ESL teacher, Mr. Karl Akopian.
2. At the beginning of the semester in September we have orientation sessions for the parents of newly enrolled/identified ELL students. At this orientation we explained all three program choices to all parents in attendance. All parents are given the opportunity to watch a video explaining all program choices. We also do mailings in Spanish and English and go over all the items discussed in the meeting.
3. At the beginning of each school year we host a meeting with the family of all our English Language Learners. At that meeting we make sure to distribute all entitlement letters, Parent Survey and Program Selection. Parents are given the opportunity to fill out the surveys on the spot. Parents' selections are placed in students' folders and inside the ESL coordinator folder located in the main office.
4. Meetings are held with parents to notify them that their child needs ESL services (we are not a bilingual school). It is explained to them that every ELL needs to take a mandated amount of minutes of ESL instruction. They are also notified that their child will be tested during the spring semester to find out if they are to come out of ESL classes. After getting the NYSESLAT results, the ESL coordinator sends home a letter stating if the student is to continue receiving the services or tested out of ESL.
5. For some reason we do not get a larger number of ELL, but the ones we get are interested in our ESL program. We have a school of 429 students and only 22 are ELLs.
6. Our program is aligned with parents' requests. As we have previously stated in question number five, our school is real small and the current program we are offering is ESL because of parents choice. This information is given to parents at the parent orientations held every time a new ELL is placed into our school.

Part III: ELL Demographics

A. ELL Programs

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

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

No

If yes, indicate language(s):

Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										10	6	7	4	27
Push-In														0
Total	0	0	0	0	0	0	0	0	0	10	6	7	4	27

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	17
SIFE		ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	13

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		2	8		5	13		10		27
Total	6	0	2	8	0	5	13	0	10		27

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

C. Home Language Breakdown and ELL Programs

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

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
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										10	6	6	4	26
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi												1		1
Polish														0
Albanian														0
Other														0
TOTAL	0	10	6	7	4	27								

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

1. a. Instruction is delivered in a self-contained environment, meaning that all ELLs (only ELLs) report to an ESL class every single day.
 b. The ESL class is a heterogeneous. ESL teacher is aware of their proficiency levels and is able to address their needs.
2. All our ELLs receive a fifty minutes ESL class per day. That 250 minutes per week is offered in addition to 180 minutes of ELA instruction to serve those students with an advance proficiency level. Beginners and intermediate students received all that plus Push-In instruction. Our ESL teacher goes into their English and Social Studies classes and provides extra support. On top of these services, all students are also encouraged to attend out after school program where they can benefit from more services.
3. Content areas are delivered in the English language. Our ESL meets with the rest of the staff members and provides them with updates in terms of each of our ELLs. The ESL teacher also co-plans with his colleagues in order to deffrentiate the ELL's instruction.1-7 here
4. We ordered standardized test in their native language.
5. a. We currently do not have any Sife. If in the future we end up having some Sife, our school will provide all the resourses necessary to make sure that their needs are met. Resources sucs as individual tutoring, buddy system, before and after school programs, differentiated instruction and profficiency level software will be made available to all students.
 b. In our school we will accommodate newcomers. We are a school who currently offer ESL classes based on parents' choice. All our ELLs will benefit from tutoring, a buddy system, before and after school programs, differentiated instruction and softwares.
 c. All of our students who have been receiving ESL for 4 to six years are provided with the services needed. We use in-school assesments as well as the NYSESLAT results to identified the area they need help with. Once we know their weaknesses, it is easier for eveyone to help them out. All these students are scheduled into an ESL class and in some of their cases, our ESL teacher goes and serves as a co-teacher in some of their main courses.
 d. Our Long-Term ELLs will received all services mentioned above, plus different academic interventions. This population tends to drop out of school and that is why counseling and constant dialogues with students, their family and teachers will be taking place.
 e. Whenever we get a student who is both, Special Ed. and ELL, we make sure to look into the IEPs and see if the classifications are correct. If the classification is correct, the Special Education teacehr is always present at all meetings.
6. Mr. Akopian uses Spanish-English dictionaries, books on tape, the use of common sight words and different interactives websites that focuses on language adquisition.
7. ESL and SWD students receive Push-In intructions as well as individualized instruction while following an inclusion model. Many of our staff are bilingual and are able to provide additional classroom support. Additional periods of ESL support above and beyond traditional classroom instruction.

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

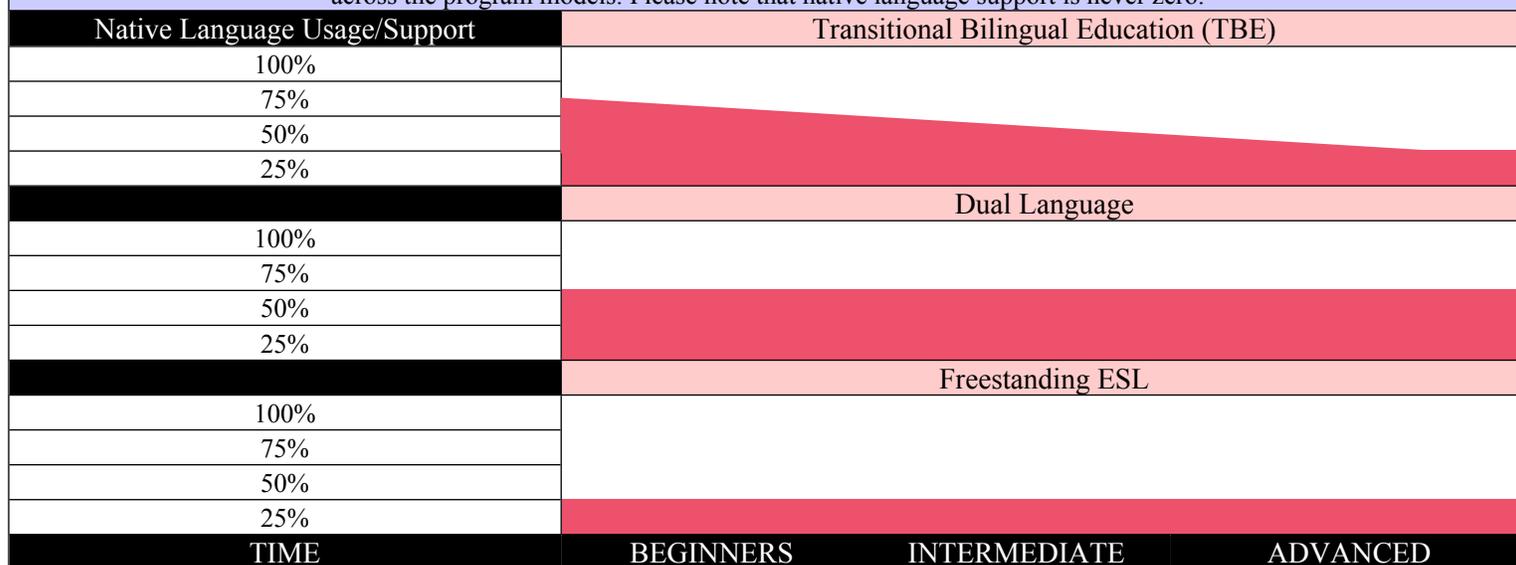
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

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?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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?

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

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

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

11. No program will be discontinued.

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

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

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

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

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

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

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

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

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

D. Professional Development and Support for School Staff

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

1. Over the course of the school year 2011-2012, our English, ESL and NLA teachers, will conduct a series of 4 workshops focusing on how staff can adapt their methodology to best meet the needs of ELL students.

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

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

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

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

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

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

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

3. Every single one of our staff members participate in bi-weekly Professional Development (PD). In a year, we have approximately twenty PD's (1 hour and 1/2 each) of which five of them are pertaining to ELLs. Those five ELLs meeting are presented by Mr. Akopian, our certified ESL teacher. It is an expectation that all our teachers will implement the methodologies, strategies and suggestions given in this meetings. The first meeting for the 2010-2011 school year took place on October 24th.

E. Parental Involvement

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

1. Parents of ELLs need to be informed of the programs offered at the school and that is why at the beginning of the semester in September we have orientation sessions for parents of newly enrolled/identified ELL students. At this orientation we explain all three

E. Parental Involvement

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

1. Parents of ELLs need to be informed of the programs offered at the school and that is why at the beginning of the semester in September we have orientation sessions for parents of newly enrolled/identified ELL students. At this orientation we explain all three program choices to all parents in attendance. There we let every parent know about the services we can offer their children. For instance, if their children are newcomers, they will receive all the support necessary to be successful in school. The same programs are offered to long term ELLs and those students with special needs will be offered what is stated on their IEPs.
2. Our PTA offers different workshops to all our parents. Some workshops related to: Financial Aid, Budgeting, First Aid, Voting Rights, etc.
3. Parents' needs are evaluated through conversations and monthly meetings. Our school has an open door policy and parents are always welcome to come in and be part of our school community. We also asked them to fill out our Parent Surveys and other questionnaires.
4. All of our parental involvement activities are ran in English and Spanish as per parents' request. If needed, translators will be available.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4	0	1	0	5
Intermediate(I)										2	3	2	3	10
Advanced (A)										2	2	4	1	9
Total	0	0	0	0	0	0	0	0	0	8	5	7	4	24

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
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	5		2	
Integrated Algebra	15		13	
Geometry	1		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	15		12	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography	11		4	
US History and Government	3		2	
Foreign Language	8		7	
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.
- 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.

- Teachers have their own in-house assessments to determine the proficiency level of each one of our students. As a school, we are also able to see where they are at through assessments such as the Acuity Exam, Grade Leaps, Ed. Performance, Wilson and C-Pass.
- According to these results, it seems like the reading and writing components of the exam are the toughest sections for students. Eleven students scored at the beginning level, while seven scored at the intermediate level.
- Knowing the sections students are struggling with is a good thing because this allows the teacher to focus on these particular areas of the test hopefully leading to an improvement in students' scores.
- Nine of our ELLs are incoming 9th graders who have not taken any previous regents. By looking at the assessment data above, it seems that the Global regents is the toughest test to pass for these particular students. All of them have been given the test in both English and Spanish, but they have all elected to do it in English.
 - We have not offer the ELL Periodic Assesment to our student, but will do so.
 - NA
- NA
- Our ESL program will be a success when our students are able to pass all their classes, State Exams and are able to communicate

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.

Part VI: LAP Assurances

School Name: <u>UA Schl for Careers in Sports</u>		School DBN: <u>548</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Johanny Garcia	Principal		10/28/11
David Smith	Assistant Principal		10/28/11
Leyda Mattei	Parent Coordinator		10/28/11
Karl Akopian	ESL Teacher		10/28/11
Elaine Morales	Parent		10/28/11
Michael Santana/English	Teacher/Subject Area		10/28/11
Ramon Pacheco/Spanish	Teacher/Subject Area		10/28/11
	Coach		
	Coach		
Paula Pryce-Bremmer	Guidance Counselor		10/28/11
Jon Green	Network Leader		10/28/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 07x548 **School Name:** UA School for Careers in Sports

Cluster: 1 **Network:** CFN 105

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

Part A: Needs Assessment Findings

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

The student population of the Urban Assembly School for Careers in Sports is comprised of 69.1% Hispanic students. As such, the need for services for Spanish speaking parents is very great. Through our Advisory system, parents are contacted beginning the last week of August. Advisors report back to the office households which are in need of translation services.

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

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

Part B: Strategies and Activities

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

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

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

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

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

The school will send a mailing out to all parents in June 2011 and September 2011 informing them of the Chancellor's regulation and the rights that it provides them. The Parent Coordinator will address the regulation at the first two PTA meetings in the fall 2011. We feel that, in practice, we have been providing the services required by the Chancellor from the beginning, but we will work harder to ensure that all parents and guardians are aware that these services exist within our school.