



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BUSINESS OF SPORTS SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M393

PRINCIPAL: DR. JOSHUA SOLOMON

EMAIL: SOLOMON@NYCBOSS.ORG

SUPERINTENDENT: MARISOL BRADBURY

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
Joshua Solomon	*Principal or Designee	
Sara Berger	*UFT Chapter Leader or Designee	
Jimmy Kelleher	*PA/PTA President or Designated Co-President	
Rachel Robins	DC 37 Representative, if applicable	
Philip Singleton	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Jennifer Hall	CBO Representative, if applicable	
David Robinson	Member/teacher	
Perri Devon Sand	Member/teacher	
Rosa Choi	Member/CSA rep	
Jane Marcinkiewicz	Member/parent	
Zackee Marcinkiewicz	Member/student	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- Complete application for New York State Career & Technical Education (CTE) certification by June 2013

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.
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- New York State CTE certification is necessary for students to receive a CTE endorsement and Advanced Regents Diplomas for graduation.
- Coherent plan for development of business and entrepreneurship skills provide greater opportunities for college and professional success.

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) key personnel 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.
- Develop partnerships with National Federations of the Teaching of Entrepreneurship (NFTE) and Virtual Enterprises International (VEI) (September, led by the CTE Department Chair and Industry Partnership Coordinator)
- Develop Work Based Learning WBL opportunities for seniors (WBL Coordinator, by January)
- Submit draft Approval Application to NYC CTE Department (from CTE Department Chair and Industry Partnership Coordinator, by January)
- Business department teachers prepare students for MOS Verification in Microsoft Office applications through Business Applications (grade 10), Entrepreneurship class (grade 11), and for NOCTI Entrepreneurship Exam (by June, by CTE Department faculty)
- Recruit up to 20 members of Industry Advisory Board (by June, Industry Partnership Coordinator)
- Develop post-secondary opportunities through the College Now program. (College Advisor, by June)

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that are aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
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- Weekly bulletin emailed to all parents
- Frequently updated website news and announcements
- Success Mentors assigned to chronically absent students
- Transition Coach assigned to at-risk students
- Parent Summit and Parent Association

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

- Coordination with social-service and college preparation organizations, such as F.E.G.S. (out-of-school time and summer programming, counseling, advisory curriculum), Big Brothers Big Sisters (mentoring) and College Bound Initiative (college exposure).
- Involvement of Advisory Board in work-based learning programs.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Coordination with social-service and college preparation organizations, such as F.E.G.S. (out-of-school time and summer programming, counseling, advisory curriculum), Big Brothers Big Sisters (mentoring) and College Bound Initiative (college exposure).
- Involvement of Advisory Board in work-based learning programs.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- Increase Attendance from 85.6% in 2011-12 to 90% for 2012-13 school year

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.
- Attendance for 2011-12 school year was only 85.6% and almost 86 students were identified as chronically absent (below 90% attendance), which is the equivalent of missing one month of 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) key personnel 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.
- Devise and implement student incentives for punctual attendance, individually and by section (September, led by with F.E.G.S. program director)
- Logging attendance/lateness on Google Docs for easier calculation and display (September, by principal)
- Use of Datacation/Pupil Path website to share instant data with parents (September)
- Transition Coaches provided by ReServe. (Mayoral Initiative on Chronic Absenteeism)
- Parent Summit for parents of chronically absent students (September and March, organized by Industry Partnership Coordinator)
- Creation of an Attendance Committee to monitor student attendance trends, consisting of members of the school cabinet: Principal, F.E.G.S. Program Director, Attendance Teacher, Transition Coach, and Guidance Counselor (September, by Attendance Teacher).
- Continued attendance outreach, including home visits, by Attendance Teacher to students and families (September through June, by Attendance Teacher)
- Student Attendance Incentives (Movie Trips, Museum Trips, Sports Tickets, Barnes & Noble's Gift Cards, etc.)
- Public Displays of perfect and improved student attendance in the hallway (September, by teacher)
- Success Mentors assigned

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Weekly bulletin emailed to all parents
- Frequently updated website news and announcements class attendance data all on line and visible through pupil path.
- Success Mentors assigned to chronically absent students
- Transition Coach assigned to at-risk students
- Parent Summit and Parent Association

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

- Automated call out (School Messenger) system (\$800 FSF)
- Datacation/Pupil Path (\$8,000, through New Visions)
- Attendance Teacher – one day a month (\$13,000, through New Visions)
- Prizes for attendance awardees (OTPS and work with F.E.G.S. AIDP-Grant of \$3000)
- Displays for perfect and improved attendance (FSF)
- Out-of-school time elective program (\$97,000 DYCD)

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Coordination with social-service and college preparation organizations, such as F.E.G.S. (out-of-school time and summer programming, counseling, advisory curriculum), Big Brothers Big Sisters (mentoring) and College Bound Initiative (college exposure)
- Involvement of Advisory Board in work-based learning programs
- Department of Youth and Community Development (DYCD) grant to provide afterschool program to increase 9th grade attendance

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- Increase passing rates to 70% for all students in all courses that end with Regents Exams (Math, Science, Social Studies, Foreign Language, and English)

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.
- Students need to pass five Regents Exams with at least a 65 to graduate with a Regents Diploma, and eight for an Advanced Regents Diploma. In 2011-12, only approximately 60% of students passed each Regents Exam.

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) key personnel 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.
- Review/item analysis of June/August 2012 Regent results (July, by Department teams)
- Program additional periods of Regents preparation class (October, by Assistant Principal)
- After school tutoring and lunchtime office hours focused on Regents preparation (October, by faculty)
- Mock Regent exams and analysis (February, by faculty)
- Castle Learning online computer preparation (September, by faculty)
- Utilize monthly Teacher Professional Development & Staff Meetings to look at student performance data, and develop action plans for specific classes (September through June, led by the principal, assistant principal, and coaches)
- Collect, record, and analyze classroom observation data using BOSS Classroom Snapshot Tool as well as the observation process and feedback protocol
- Saturday Academy program

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Weekly bulletin emailed to all parents
- Frequently updated website news and announcements
- Success Mentors assigned to chronically absent students
- Transition Coach assigned to at-risk students
- Parent Summit and Parent Association

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

- Academic Intervention Services and Regents Prep classes after school (\$20,000 Title I SWP)
- Tutoring and office hours during lunch (FSF)
- Summer professional development focused on writing curriculum that focuses on item analysis of Regents (\$5,000 New Century grant)
- Use Datacation/Pupil Path system to keep parents/guardians informed of student progress online (\$8,000, New Visions)
- Castle Learning online Regents preparation (\$1,500, FSF)

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Coordination with social-service and college preparation organizations, such as F.E.G.S. (out-of-school time and summer programming, counseling, advisory curriculum), Big Brothers Big Sisters (mentoring) and College Bound Initiative (college exposure)

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- Align subject-area units of study to Common Core Learning Standards (CCLS)

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.
- State and DOE requirement to align students to CCLS
- Need to increase rigor and alignment to college preparation

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) key personnel 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.
- Math Coach meeting with Math Department to develop Math units and tasks aligned to the Common Core (September through June, by Math coach/faculty)
- Literacy Coach meetings with English, Social Studies, and Science departments to develop units and tasks aligned with the Common Core (September through June, by Literacy Coach/departmental faculty)
- Weekly department meetings for collaborative planning and review of student work from those units (September through June, faculty)
- Shared rubric for Core Curriculum-aligned tasks (September through June, Literacy coach)
- Teacher team meetings to share curriculum and look at students work (September through June, grade meetings)
- Monthly professional development meetings (September through June, facilitated by Principal, Assistant Principal, and Literacy Coach)
- Classroom informal and formal observations (October through June, by Principal, Assistant Principal and Coaches)
- Weekly Department, Grade Team, and Inquiry Team Meetings to share best practices among teachers; look at student work, and share learning from anchor text (September through June).
- Curriculum Mapping (October through June, faculty)
- adding in the speaking and listening component to the common core assignments (September through June by faculty)
- Completion of a baseline, fall and spring assignments (September through June by faculty)

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- New York State CTE certification is necessary for students to receive a CTE endorsement and Advanced Regents Diplomas for graduation.
- Coherent plan for development of business and entrepreneurship skills provide greater opportunities for college and professional success.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

- Weekly department inquiry meetings (professional periods, set up by SBO)
- Accountable talk, Depth of Knowledge professional development – charts in every classroom (FSF)
- Summer and year-long Professional Development on Common Core Learning Standards (Title I)
- Literacy Coach and Math Coach focused on CCLS-aligned curriculum (New Century grant)

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- New Visions Professional Development for selected faculty
- New Visions Math Coach
- Use of CUNY College Program (At home at college)

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- Improve teacher effectiveness by developing a shared understanding of instructional excellence

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.

- We have identified several needs to identify strengths and areas of development to improve teacher effectiveness.
- Teaching effectiveness is a New York Department of Education Instructional priority.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

- Administration conducts six formative observations for each teacher using elected components of the Danielson Framework for Teaching research-based rubric to provide meaningful feedback (September through June, by Principal/Assistant Principal)
- Teachers self-assess and develop professional goals aligned with Danielson rubric (September through June, by Principal/faculty)
- Academic cabinet committee develops and implements a coherent professional development plan for teachers that integrates the selected components of a research-based rubric (September through June, Academic Cabinet)
- School leaders set up and follow a schedule for teacher observation and feedback using a research-based rubric (September through June, Principal/Assistant Principal)
- Use of snapshot observations (September through June, Principal/Assistant Principal)
- Weekly grade team meetings to focus on increasing grades for at risk students (September through June, Principal/Assistant Principal)

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Weekly bulletin emailed to all parents
- Frequently updated website news and announcements
- Success Mentors assigned to chronically absent students
- Transition Coach assigned to At-Risk students
- Parent Summit and Parent Association
- Grades and assignments published on pupil path
- Increase use of DDC exam portal to assess test scores

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

- Leadership Development Facilitator (New Century grant)
- Google Docs tracking of observation calendar and teacher goals (FSF)

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Coordination with social-service and college preparation organizations, such as F.E.G.S. (out-of-school time and summer programming, counseling, advisory curriculum), Big Brothers Big Sisters (mentoring) and College Bound Initiative (college exposure)
- Involvement of Advisory Board in work-based learning programs
- New Visions workshops for administration on conducting effective observations
- Use of Google Docs spreadsheet to catalogue observations and snapshots

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Differentiated lessons Aligning lesson to UDL protocol Incorporating common core standards into lesson plans	Small Group Use of teacher push in to classes One-to-one tutoring	After school tutorial and pull-out services throughout the school day.
Mathematics	Differentiated lessons Aligning lesson to UDL protocol Incorporating common core standards into lesson plans	Small Group Use of teacher push in to classes One-to-one tutoring	After school tutorial and pull-out services throughout the school day. Saturday Academy
Science	Differentiated lessons Aligning lesson to UDL protocol Incorporating common core standards into lesson plans	Small Group Use of teacher push in to classes One-to-one tutoring	After school tutorial and pull-out services throughout the school day.
Social Studies	Differentiated lessons Aligning lesson to UDL protocol Incorporating common core standards into lesson plans	Small Group Use of teacher push in to classes One-to-one tutoring	After school tutorial and pull-out services throughout the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselors, Social Worker, School Psychologist	Counseling, small group	pull-out services throughout the school day.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Networking with partner universities and organizations, such as The New Teacher Project (TNTP) and the National Foundation of the Teaching of Entrepreneurship (NFTE)
- Professional development on topics identified by self-assessment surveys and school leadership observations
- Outreach through school website and teacher fairs
- Use of Curriculum Coach to incorporate common core standards into curriculum
- New Visions PD made available to faculty
- Weekly Department Meetings
- Weekly grade team meetings
- Planning time with co-teachers
- Use of snapshot and observations to help faculty
- New Teacher Project, screens all new teachers

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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;
- 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;

Our school 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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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 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:

- 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Derek Smith	District 02	Borough Manhattan	School Number 393
School Name Business of Sports School			

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

Principal Joshua N. Solomon	Assistant Principal Rosa Choi
Coach Stephanie Aubry	Coach type here
ESL Teacher Alexandria Ray	Guidance Counselor Jordhanys Almonte
Teacher/Subject Area Sara Berger/ELA	Parent Jane Marcinkiewicz
Teacher/Subject Area Sabrina Fouts/Spanish	Parent Coordinator Rachel Robins
Related Service Provider Steve Young	Other Ellen Klinger/Special Ed.
Network Leader Derek Smith	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	1	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	310	Total Number of ELLs	23	ELLs as share of total student population (%)	7.42%
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Part II: ELL Identification Process

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

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

Paste response to question 1-6 here

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs.
Our Guidance Counselor administers the Home Language Identification Survey (HLIS) to every student within the first ten days of the school year, including the oral interview and the formal initial assessment. Ms. Ray, the certified ESL teacher, speaks French and can translate when necessary. If the student needs Spanish translation, Sabrina Fouts, the certified Spanish teacher or Jordhanys Almonte, the guidance counselor, provides translation and LAB-R administration in Spanish. Ms. Ray also administers the LAB-R by the first deadline for LAB-R evaluation in September. Students who enter mid-year are administered all of the above assessments within ten days of registration by the same teacher. Based on the survey and LAB-R results, and initial assessments, instructional programs are developed and implemented for each ELL student. NYSELAT exams will be used annually to evaluate ELL progress every spring. ATS reports like the RLER are used to identify all ELLs who must take the NYSELAT. To ensure that all students take the four components of the NYSELAT, students are escorted to the testing site based on the RLER list for the writing, listening and reading sections. Also based on the RLER list, the certified ESL teacher individually administers the speaking section of the NYSELAT.
2. What structures are in place at your school to ensure that parents understand all three program choices? Please describe the process, outreach plan, and timelines.
During the student application process from September to January, we publicize through open houses, presentations, and individual conversations the various program options of ESL, Bilingual and Dual language programs to prospective parents. We conduct an orientation at the beginning of the year for parents of ELLs. Students entering the school in the middle of the year meet individually with either the bilingual guidance counselor or the certified ESL teacher to receive information about their various options.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned.
The certified ESL teacher distributes the entitlement letters and monitors closely the return of survey and selection forms. All survey forms are returned to the teacher and then stored in each student's cumulative file in the main office.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The school has many structures in place to ensure that parents understand all of the programs offered at our school. Meetings are conducted for the parents of newly arrived students, the ELL Parent Brochure is distributed, and the DOE Parent Orientation Video is shown to explain all of the programs offered and answer questions. Individual interviews help parents select the programs that best address the needs and desires of their children. Working with the Parent Association, the supervisor conducts parent/family workshops several times a year to explain the elements, philosophy and characteristics of the program offered at the school. The Parent Coordinator (with a translator, if necessary) also conducts tours of the program when requested by an entering family. ELL students are placed in appropriate programs based on their initial assessments as detailed above. The ESL teacher compiles forms such as the Parent's Preferred Language Form, the HLIS Survey. All ELL students have an Advisory class which increases the regular communication between school staff and parents. Continued entitlement letters are distributed after NYSELAT scores are released.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices

that parents have requested?

Per the enrollment policies set by the Office of Student Enrollment as listed in the High School Directory, 100% of entering students choose Freestanding English as a Second Language Program (ESL). This aligns with the selections on the Parent Surveys and Program Selection Forms.

6. Are the program models offered at your school aligned with parent requests?

Our programs are aligned with our parents' choices. We have built this alignment by conducting meetings where parents are free to ask questions about the programs offered at the school and their different components and tour the school.

Part III: ELL Demographics

A. ELL Programs

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

K 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In										12	10	1		23
Total	0	0	0	0	0	0	0	0	0	12	10	1	0	23

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	6
SIFE	2	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	10

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	3		4	10	2	1	10		2	23
Total	3	0	4	10	2	1	10	0	2	23

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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	9	1		20
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1	1			2
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	12	10	1	0	23								

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

Paste response to questions 1-7 here

1. How is instruction delivered?

a. What are the organizational models?

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

b. What are the program models?

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

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

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

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages?

Students receive native language versions of Regents and other state exams, as well as native language glossaries.

5. How do you differentiate instructional for ELL subgroups?

Students with interrupted educations (SIFE) have either a teacher who speaks the native language or a certified ESL teacher help them develop higher levels of their English skills, academic and organizational skills, and native language skills, where possible. These students follow a push-in/pull-out ESL model. Their teachers are notified as to who their SIFE students are, so that they can plan accordingly. Students in US schools less than three years receive intensive ESL support, which includes a lunchtime study skills courses and preparation for all high school Regents exams to simultaneously help them improve their proficiency levels in English and complete the coursework in their core content areas. In addition, the materials for their other courses are modified to their level so that they can complete the same works as their native speaking classmates.

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

A. Programming and Scheduling Information

as their native speaking classmates.

The long-term ELLs receive the same services and support as the other ELLs, but in addition, like the newcomers, they are receiving extra support in the form of lunch-time tutoring and AIS. Furthermore, they are being evaluated to see if there is a learning disability that has affected their ability to adequately learn English.

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?

Teachers of ELL-SWDs use team-teaching strategies, such as parallel grouping, guided reading, graphic organizers, native language glossaries and modified curriculum to ensure access to all academic content.

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

We schedule the ELL-SWDs to attend team teaching classes with an ELL and special education teacher, using flexible programming to maximize time spent with non-disabled peers in the same classrooms. Special education, ELL, and general education teachers have common planning professional periods, per a school SBO.

ELLs with special needs receive ESL support as well as push-in, SETTS, and/or related services support as mandated by their IEPs. Special education and general education teachers create IEPs that maximize academic potential in the least restrictive environment and minimize the impact of their disabilities.

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

In addition to pull out and push in groups facilitated by the licensed ESL teacher, all ELL students receive targeted Academic Intervention Services (AIS) in the content area targeted for support. AIS services are provided in English during lunch periods and after-school by the content-area teacher and the licensed ESL teacher.

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

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

- a) continued small group instruction to support these students
- b) continued native language instruction and support whenever possible
- c) age appropriate books in the students native language and English
- d) pairing and/or grouping with other students that can continue to support growth in the second language
- e) Support in the area of writing, reading in the second language, particularly in ELA and History
- f) Continued attendance of afterschool AIS.

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

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

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

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

We are planning on increasing the amount of training on differentiation and common core writing in the coming year. When we know the required needs of our incoming students, we will plan adjustments to our ELL program.

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:

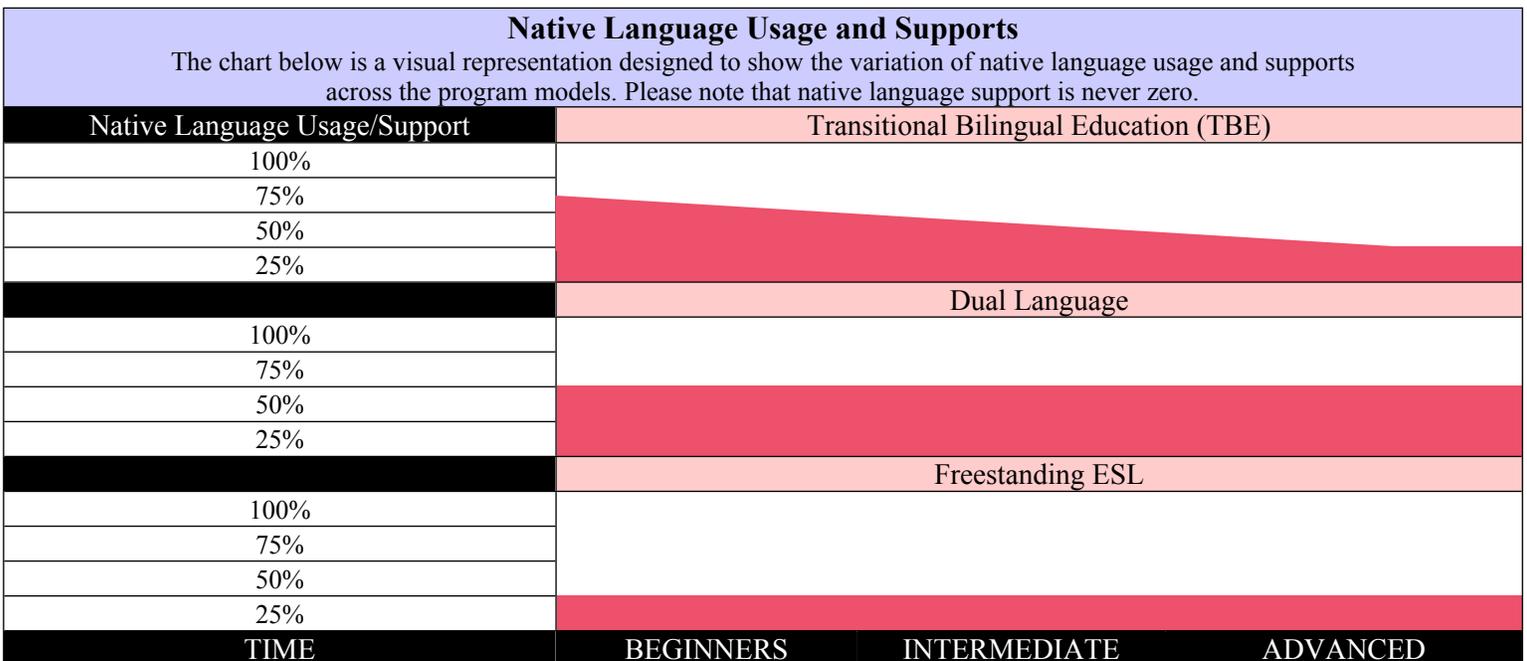
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			

Social Studies:	0
Math:	0
Science:	0

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



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

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?

Paste response to questions 8-17 here

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.

ELLs are supported with academic intervention services by content area, ESL and special education teachers in ELA, math, science, social studies both during and after school. Students are also pulled into differentiated groups by ESL and special education teachers during class based on skill deficiencies to support and bolster struggling students, including in sciences and social studies.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

ELLs who have reached proficiency on the NYSESLAT continue to receive extra time on tests, have access to academic intervention services in ELA, science, social studies and math and are offered glossaries, dictionaries and other language supports for testing. Former ELLs also have access to the ESL teacher for academic support and differentiated lessons.

10. What programs or improvements will be considered for the upcoming school year?

Increase reading intervention for low-level readers and more reading diagnostics in the beginning, middle and end of school year to track reading improvements.

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

No programs will be discontinued.

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

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

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

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

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

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

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

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

We have an orientation meeting for incoming students and our licensed ESL teacher assists ELL students and their families at that meeting.

The students' advisors also call the families to introduce themselves and to address any questions.

17. What language electives are offered to ELLs?

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

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

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

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

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

We support staff through regular professional development workshops on the requirements of high school. The ELL teacher participates in professional development by attending common time meetings and department meetings where they demonstrate self-learning

and collaboratively design and implement research based strategies, lesson planning in differentiated instruction. Teachers also attend workshops and conferences off-site and at city levels

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P. All staff members participate in regular instructional workshops on differentiation, which include ELL training. Sign-in sheets and agendas are maintained, and participating staff also maintain records of their own participation.

E. Parental Involvement

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

Paste response to questions 1-4 here

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

2. Does the school partner with other agencies or CBOs to provide workshops or services to ELL parents?
The school partners with FECS, a large social service agency, to provide parent workshops. Our PSO, New Visions, also participates in planning and facilitating parent workshops.

3. How do you evaluate the needs of parents?
We evaluate the needs of parents through conversations with Advisors and parent surveys.

4. How do your parental involvement activities address the needs of parents?
Parents receive information on the academic program, preparation for graduation, college, and career, outside agencies and resources and other topics through our parental involvement activities.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL 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)										7	7	1		15
Advanced (A)										5	3			8
Total	0	0	0	0	0	0	0	0	0	12	10	1	0	23

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	10	12			22
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	3		15		3		1		22
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	7		11		4				22
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	15		7	
Geometry	3		3	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	2		0	
Living Environment	14		3	
Physics				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Global History and Geography	4		0	
US History and Government				
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.

Paste response to questions 1-6 here

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWL). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.

All of the ELLs have taken the Gates McGintie and/or the edperformance.com Reading Test and we have used the data to program additional reading support using the Wilson methodology.

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

The LAB-R and NYSELAT data reveal a pattern of continued attempts to pass the NYSELAT exam with deficiencies in reading and writing. Grades show that students have had difficulty in content area classes due to those deficiencies. All students in the 2009-2010 school year who took the LAB-R scored as proficient and did not require ESL services.

3. How will patterns across NYSELAT modalities – reading/writing and listening/speaking – affect instructional decisions? The data patterns across NYSELAT modalities have show us that all of our ELLs are weak in reading comprehension and writing. Therefore, we have tailored our instruction to focus more on reading and writing than speaking, since all of the ELLs are strong speakers. The administration (principal, assistant principal, guidance counselor, and Special Education and ELL Coordinators) participate in the analysis and implementation process.

4. For each program, answer the following:

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

Some ELL students are struggling on tests in English. Across grades, most students have still not achieved proficiency in 9th and 10th grade, while 11th grade students have mostly achieved proficiency. Across modalities, more students have having trouble with reading/writing than with listening/speaking, where their levels are higher. When possible, the ELLs are given the opportunity to take some of their exams in their native language and have been allowed to write their essays in their native language. In addition, they have been give glossaries for their tests. The adminstration (principal, assistant principal, guidance counselor, and Special Education and ELL Coordinators) participate in the analysis and implementation process.

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

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

c. What have we learned from the periodic assessment?

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

5. Dual language programs

We do not offer dual language at this point.

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

We use the following criteria to evaluate success:

- ESL and content-area class grades
- Proficiency on the NYSELAT
- Mastery on the Regents exams
- Increased parent involvement

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Business Of Sports School</u>		School DBN: <u>02m393</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)

School Name: Business Of Sports School

School DBN: 02m393

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joshua N. Solomon	Principal		12/19/11
Rosa Choi	Assistant Principal		12/19/11
Rachel Robins	Parent Coordinator		12/19/11
Alexandria Ray	ESL Teacher		12/19/11
Jane Marcinkiewicz	Parent		12/19/11
Sara Berger/ELA	Teacher/Subject Area		12/19/11
Sabrina Fouts/Spanish	Teacher/Subject Area		12/19/11
Stephanie Aubry	Coach		12/19/11
	Coach		12/19/11
Jordhanys Almonte	Guidance Counselor		12/19/11
Derek Smith	Network Leader		12/19/11
Ellen Klinger/Special Ed.	Other		12/19/11
Steve Young./Related Services	Other		12/19/11
	Other		12/19/11
	Other		12/19/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M393 **School Name:** Business of Sports School

Cluster: 01 **Network:** 561

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.

During the registration process, each family is asked to inform us of the language in which they would like to receive written communications if available. This is done through the telephone translation service if needed. The school's Parent Coordinator also speaks to parents that come to the office and asks them about language preferences, when appropriate. Approximately 60 families require translation or interpretation services, primarily in Spanish. The ESL teachers meet with all of her students' parents each year at the start of mandated services and share the information through video presentations available in different languages. They note the parents' preferred languages and pass this information on to the pupil accounting secretary who then checks the records to ensure that we have the correct preferred language on record. The PTA executive board and officers, as well as our Title 1 committee officers, are aware of the availability of translation and oral interpretation services. They have been encouraged and assisted by the administration and Parent Coordinator to use these services as needed. The parent leadership is also very actively involved with the different language groups in our community, primarily Spanish. They provide us with valuable information from the groups in terms of their needs for translation or oral interpretation 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.

All findings about our school community involving parents are shared through our PTA, SLT, and our Parent Coordinator. What we have found is that a small percentage of our parents need translated written materials. In many cases where the home language is other than English, there is a family member that does read and write English and the family prefers to receive the communications in English. We continue to offer the translations and only stop sending them at the request of the family. When we send out a communication about a parent workshop, we do ask if an attending parent would need oral interpretation services. If we do not have a parent or staff member available to do oral interpretations, we will call a service.

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.

School-wide communications for parents will be sent to the DOE translation unit to be translated into the major home languages needed in the school. PTA notices will be translated by the translation unit as needed. Brief notes regarding students' daily interactions will be translated by staff members that are fluent in the home language of the target family. Notes sent home regarding students but not involving confidential information may be translated in writing by a volunteer parent that is fluent in the language. If a translator is not available to do a written translation, the school may use the telephone translation service from the DOE to contact a parent. The DOE has also been able to provide helpful, translated communications online that are easily accessed by administrators and teachers. Parents Rights and Responsibilities are sent home in the applicable language for each family.

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.

Parent Committees and the PTA are aware that funds are available for translation services from outside contractors for meetings. Volunteers for most languages have come forward and do assist at many meetings. Many families bring their own translators to parent-teacher meetings. Using children as translators is discouraged. The DOE telephone translation service is used as needed.

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

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