

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: THE HIGH SCHOOL OF SPORTS MANAGEMENT
DBN (i.e. 01M001): 21K348
Principal: ROBIN PITTS
Principal Email: RPITTS@SCHOOLS.NYC.GOV
Superintendent: MICHAEL PRAYOR
Network Leader: LUCIUS YOUNG

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Robin Pitts	*Principal or Designee	
Michael Myers	*UFT Chapter Leader or Designee	
Lucy Hernandez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Kayla Hernandez Dietric WingPaul	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Reverend Willie Branch	CBO Representative, if applicable	
Maureen Quinn	Member/ Parent	
Nicole Augustine	Member/ Parent	
Charmaine Grubb	Member/ Parent	
Michel Brown	Member/ Teacher	
Janu Williams	Member/ GC/Teacher	
	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 may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

By June 2015, 100% of our teachers will show improvement of at least one level in the implementation of the Danielson Framework, particularly in Domain 1e- Planning Coherent Lessons and Domain 3b –Questioning and Discussion Techniques.

Comprehensive Needs Assessment

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

The 2013-14 Advance Report indicates that the staff needs support our staff in the three areas of instructional engagement across the grades, greater and deeper questioning and discussion that results in increase in average NYS Regents Exam percentage above 65, and graduation rate.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Through our school-wide advisory program, we leverage both personal academic behaviors to engage our students in better decision-making practices:
School/departmental grading policy that is monitored between administration and teacher team
School wide behavioral plan to minimize in-class disruptions,
School wide behavior expectations to develop character and choices,
Creation and Implementation of the HSSM Classroom - to provide uniformity across each classroom promoting the areas of respect for self, property and others. In addition, the plan will help minimize in-class in- fractions that lead to class removals, detention, and suspension,
Individual Portfolios – teachers will be able to track student acquisition of specific skills. Students will have opportunities to revise previous work to meet exemplary expectations,
School wide alignment of Performance Tasks that are aligned to the students’ abilities, style, and interests. Academic goals are designed to meet student needs.

B. Key personnel and other resources used to implement each strategy/activity

1. All instructional staff, grade advisors, guidance counselor

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Identifying the 10-15 students who are in our lowest one-third GR 9-11.
2. Ensure that students in GR 9-11 gain 10+ credits
3. Identifying target needs of students based on data analysis (MOSL. MP1 and other assessments).
4. Providing academic support to students to meet the target needs
5. Providing the professional support to teachers to meet and teach the target learning needs.

D. Timeline for implementation and completion including start and end dates

1. September 2013 through 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. MOSL training to identify skills with both humanities and math teams
2. Purchase and assemble instructional resources to support academic GAPS.
3. After-school and Saturday school supports

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).

Online notification using Engrade to reduce the turn-around –time for parents to discover academic difficulties and failure. Parent Association meeting specifically dedicated to Pathway to diploma, at-home protocols for high school academic success.

- providing materials and training to help parents work with their children to improve their achievement level in all courses and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Provide parents with quick access their child's steady performance using Engage, ARIS, and Progress Reports.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Expanded Success Initiative

Goal and Action Plan #2

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.

By June 2015, our lowest third and over-aged/under credited subgroups across 9-11 grades will show an increase of at least 10% in meeting the promotional criteria of 10+ credit gains.

Comprehensive Needs Assessment

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

The 2013 state results for our incoming ninth grade students are 1.8% lower that they have been since our inception in September 2005, coupled with the low baseline scores in ELA and mathematics from the most recent assessment in September 2014. Therefore, immediate attention must be directed at identifying the missing learning gaps of our students and bring them allow with a steady diet of drill and practice using the newly acquired skills and content. Our team must prepare our newest high school student with the character of resiliency and fortitude to overcome many both academic and personal challenges that they face on a daily basis that impede their ability to consistently show academic progress.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Identify the 75 (85%) students in GR 9 who are at Level 1 and 2 (entry level data and baseline assessment.)—Enroll in additional support class in both ELA and mathematics.
2. Identify the target needs of students based on data analysis.—Use of baseline and summative assessment data to identify learning gaps that will be addressed in core areas.
3. Providing academic support to students to meet the target learning needs through advisory program using Scholar Centric to enforce the behaviors of resiliency.
4. Providing the professional support to teachers to meet and teach the target learning needs.—Generation Ready (formerly Aussies) coach to work directly with teachers to strengthen skills in teaching literacy across the core disciplines.
5. Implement ESI behavior and personal strategies to support students to achieve goals.—Lunch-time, after-school, and Saturday school tutorial program.
6. Implement Academic and Personal Behaviors to support students to achieve goals. Focus is organization and habit habits of mind

2. Key personnel and other resources used to implement each strategy/activity

1. All ninth grade instructional staff
2. Guidance Counselor
3. Advisors—Council
4. Saturday Academy
5. ESI programs
6. Attendance and Academic Incentive Programs
- 7.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Increase participation in Saturday Academy
2. Daily increase in academic performance across all classes.
3. Increase pass rate during each of the three (3) marking periods.
4. Teacher talk sessions
5. Decrease in detention and suspension referrals.

4. Timeline for implementation and completion including start and end dates

1. July 2013-Summer Bridge Program for incoming ninth grade students
 2. August 2013-Summer 3-day Orientation session
 3. November 2013--9th and 10th grade overnight team building and Leadership workshop-Frost Valley
 4. September 2013– June 2014—Monthly assembly program to focus on 10 positive character traits we are trying to foster
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Strategic selection of 9th grade advisory for the identified population.
 2. Advisory training for all 9th grade teachers with a focus of behavioral and academic management.
 3. Kaplan SAT advantage materials in Critical Reading and Writing and mathematics.
 4. PD in Kaplan study skills training for SAT teachers

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).

- Online notification using Enggrade to reduce the turn-around –time for parents to discover academic difficulties and failure. Parent Association meeting specifically dedicated to Pathway to diploma, at-home protocols for high school academic success.
- providing materials and training to help parents work with their children to improve their achievement level in all courses and use of technology;
 - providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
 - provide parents with quick access their child's steady performance using Engage, ARIS, Progress Reports

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Expanded Success Initiative Funds

Goal and Action Plan #3

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.

By June 2015, 85% of Grade 9 students, our identified Level 2 and 1(Black and Latino boys) will meet promotion criteria.

Comprehensive Needs Assessment

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

The 2014 state results for our incoming ninth grade students are 1.8% lower that they have been since our inception in September 2005, coupled with the low baseline scores in ELA and mathematics from the most recent assessment in September 2015. Therefore, immediate attention must be directed at identifying the missing learning gaps of our students and bring them allow with a steady diet of drill and practice using the newly acquired skills and content. Our team must prepare our newest high school student with the character of resiliency and fortitude to overcome many both academic and personal challenges that they face on a daily basis that impede their ability to consistently show academic progress.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

6. Identify the 75 (85%) students in GR 9 who are at Level 1 and 2 (entry level data and baseline assessment.)—Enroll in additional support class in both ELA and mathematics.
7. Identify the target needs of students based on data analysis.—Use of baseline and summative assessment data to identify learning gaps that will be addressed in core areas.
8. Providing academic support to students to meet the target learning needs through advisory program using Scholar Centric to enforce the behaviors of resiliency.
9. Providing the professional support to teachers to meet and teach the target learning needs.—Generation Ready (formerly Aussies) coach to work directly with teachers to strengthen skills in teaching literacy across the core disciplines.
10. Implement ESI behavior and personal strategies to support students to achieve goals.—Lunch-time, after-school, and Saturday school tutorial program.
11. Implement Academic and Personal Behaviors to support students to achieve goals. Focus is organization and habit habits of mind.

2. Key personnel and other resources used to implement each strategy/activity

1. All ninth grade instructional staff
2. Guidance Counselor
3. Advisors—Council
4. Saturday Academy
5. ESI programs
6. Attendance and Academic Incentive Programs
- 7.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Increase participation in Saturday Academy
2. Daily increase in academic performance across all classes.
3. Increase pass rate during each of the three (3) marking periods.
4. Teacher talk sessions
5. Decrease in detention and suspension referrals

4. Timeline for implementation and completion including start and end dates

1. July 2013-Summer Bridge Program for incoming ninth grade students
 2. August 2013-Summer 3-day Orientation session
 3. November 2013--9th and 10th grade overnight team building and Leadership workshop-Frost Valley
 4. September 2013– June 2014—Monthly assembly program to focus on 10 positive character traits we are trying to foster
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Strategic selection of 9th grade advisory for the identified population.
 2. Advisory training for all 9th grade teachers with a focus of behavioral and academic management.
 3. Kaplan SAT advantage materials in Critical Reading and Writing and mathematics.
 4. PD in Kaplan study skills training for SAT teachers.

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).

Online notification using Engrade to reduce the turn-around –time for parents to discover academic difficulties and failure. Parent Association meeting specifically dedicated to Pathway to diploma, at-home protocols for high school academic success.

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

provide parents with quick access their child's steady performance using Engage, ARIS, Progress Reports

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.							
Expanded Success Initiative							

Goal and Action Plan #4

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.

By June 2015, 50% of teachers will become part of our blended learning program, which should result in a 10% increase in academic achievement for students in blended classrooms.

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.

40% of our students in grades 10-12 are taking previous classes failed for a second and some third time.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

6. Teachers will receive professional development from iLearn community on Blended Learning.
7. Teachers will design lessons and assessments, as outlined above for students as part of their teacher inquiry process.
8. Teachers will incorporate online learning in their regular classrooms and eventually, launch online classes within each of the disciplines to support college and career readiness and academic independence.
9. Time allotted for teacher collaboration.
10. Alignment with other iLearn programs within LEC campus
11. Technology to support blended learning within the various classrooms.

2. Key personnel and other resources used to implement each strategy/activity

1. Time allotted for teacher collaboration.
2. Alignment with other iLearn programs within LEC campus.
3. Technology to support blended learning within the various classrooms.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The number of students who are exposed to blended learning opportunities within the various disciplines.
2. Teacher involvement and implementation of blended/flipped classrooms.
3. Students participation in online courses both recovery and electives.

4. Timeline for implementation and completion including start and end dates

1. November 2013-May 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Common programming for prep within each core subject 1x month—per-session
2. After-school planning 2x month using grade teams.—per session

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).

Use of Engrade and parent notification of all online service learning presented to students.
Parent coordinator newsletter and website.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #5

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.

By June 2015, 80% of all Grade 11 students will enroll in SAT preparatory classes and participate in Regents level Physics, Chemistry, and Advanced Algebra courses to meet the needs of our College and Career Readiness program.

Comprehensive Needs Assessment

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

To date, the average P/SAT score of our students in grades 10 and 11 are 380 critical reading and 420 mathematical reasoning. In an effort to support our students in college and career readiness and college retention. The PSAT and SAT Kaplan preparation classes will foster content and test-taking skills for our students. Our students will be exposed earlier to the national benchmarks in critical reading, mathematics, and writing before they take these college entrance exams. The research supports that students who are engaged in college preparation earlier not only perform better on standardized exams. In order for our students to become more competitive in the college choice, their respective SAT scores must be aligned to the national average of 1550

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

Strategies/activities that encompass the needs of identified subgroups

6. Of the 90 GR 11 students, 70 students are slated for SAT Prep classes. 24 students are already enrolled in SAT Fall classes. The remainder of the students will enroll in SAT Winter and Spring Sessions.
7. All 70 students are enrolled in Physics, Chemistry or Advanced Algebra classes.
8. Saturday Academies and After-School programs will prep students for the Regents in these content areas.
9. Kaplan supports SAT prep after-school 6 week program.
10. STEM partnership with Medgar Evers College to support Science instruction.
11. Ongoing college trips to prepare students for college.
- 12.

Key personnel and other resources used to implement each strategy/activity

1. Advisors
2. Guidance Counselor
3. ELA and Math Teachers
4. Instructional Staff

Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Student pass rate after each of the three marking period.
2. Student participation in science and iLearn-mentoring program.
3. Participation in Sat Classes both Fall and Spring. Some outside programs-YMCA, Local churches
- 4.

Timeline for implementation and completion including start and end dates

1. October 2013 through May 2014
2. SAT Kaplan classes for both Fall 2013(October-November) and Spring 2014 (April-May)

Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Programming decisions with Assistant Principal, Guidance Counselor, Programmer and advisors. Team will decide on the flow chart for students in grade 11 so that all students will have access to Advanced Algebra, chemistry, Physics, and pre-college courses.

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).

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their

children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

Parents will be notified of all support services that are provided for the school for their child's success. The parents in consultation with the School Leadership Team would like two of the HSSM PA meetings dedicated to the parents of SWD and ELL. We have scheduled those service providers from the 21st Century Grant funding to support parents in December 2014 and March 2015

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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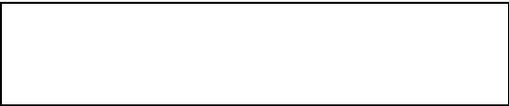
Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

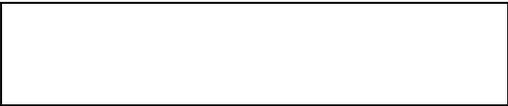
Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
<p>ELA</p>	Wilson Program	<p>Independent readings using leveled books, and independent work periods. The student learns to appreciate the written work and the importance of it in their daily lives. This program carries through to success in other classes and throughout their academic career.</p>	
	Integrated Collaborative Teaching	<p>The ICT class combines talents and skills of two experienced, tenured teachers who assist both general education students as well as ISS students. These students are afforded the student/teacher ratio of 17:1.</p>	<p>Double periods five days per week during the students' regular school day</p>
	Double Period Classes		<p>Individual attention and differentiated instruction is apparent during third and Fifth periods on a daily basis</p>
	Saturday School	<p>In addition to being enrolled in traditional English 1 and English 2, these supplementary classes offer students additional opportunities to practice their Reading/Writing skills across the content areas, exposing them to five months of Accelerated Reading, and then five months of Accelerated Writing.</p>	<p>Classes meet one period per day, five days a week.</p> <p>Saturday mornings from September – January</p> <p>February – June Two times per week</p>
	Kaplan SAT Classes in Critical Reading	<p>In addition to the above services, students are given the opportunity to attend 2 hour tutoring sessions on Saturday mornings. During these sessions, basic reading and writing skills are reviewed with the students. Additionally, Regents preparation is provided.</p> <p>Finally, tutoring sessions are held during the students' lunch periods and at the end of the school day. Participation is</p>	

		voluntary. However, many students are encouraged to attend in order to improve their skills and/or prepare for exams, including standardized tests	
Mathematics	<p>Integrated Algebra and Common Core Math</p> <p>iLearn, iLead, iMentor Program</p>	<p>The teachers are able to provide mathematical foundational support. In excess of 70% of our entering students score below 2.5 on the city-wide math test. In order to support their mathematical framework, they spend additional time in mathematics. 9th grade students will take Integrated Algebra Jan. 2013.</p> <p>Integrated Algebra, Geometry and Algebra. Freshman with level 1 and 2 have an additional period of math every day built into their program.</p> <p>Finally, tutoring sessions are held during the students' lunch periods and at the end of the school day. Participation is voluntary. However, many students are encouraged to attend in order to improve their skills and/or prepare for exams, including standardized tests</p>	<p>Saturday School Academic interventions to support all students who attend develop a passion for mathematics through inquiry and hands-on practice. Provide discipline and practice for incoming 9th and 10th grade students to understand mathematics in real-life applications.</p>
Science	<p>Living Environment</p> <p>Chemistry</p> <p>Earth Science</p> <p>Physics and Robotics</p>	<p>After school services are available for students who failed both class and Regents.</p>	<p>Tutoring before and after school</p> <p>Lunch and Learn</p> <p>Saturday Preparation</p>
Social Studies	<p>Global History—Double Period</p> <p>American History</p> <p>Government and Participation/Economics</p>	<p>Global and United States Review classes during the school day and after school.</p> <p>Small group sessions period 10 ad Saturday School</p>	<p>Saturday School</p> <p>Online classes</p> <p>After-School and Lunch and Learn AIS</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Students with Disabilities</p> <p>ELL's support</p> <p>Students with identity crisis</p> <p>Students of incarcerated parent(s).</p>	<p>Student Life Center to provide immediate Stop and Think services for students having difficulties in classrooms. This temporary support</p>	<p>Periods 1-10, after-school</p> <p>Begins September –June 2014.</p>



is given with counseling and conferencing with teacher, dean, or advisor



**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- A. All elements of the *All Title I Schools* section must be completed*.
- 5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 6. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High School of Sports Management volunteers to host teaching fellows during the Spring and Summer sessions. Teachers new to the department are able to master key instructional practices that support student development. Under this process we have been able to retain 2-3 fellows for the upcoming school year. Inasmuch, each new teacher participates in our New Teacher workshop series. Each month we meet to discuss any issue, problems, and highlights that make the work seamless and manageable. In addition, each teacher is provided with a departmental/grade level buddy.

We continue to work with University of Massachusetts at Amherst and Delaware State University as we implement own Sports Management curriculum. College students come to our school and perform student-teaching hours in Sports Management.

In addition, we have two teachers being trained in ESL instruction. As a small school, our teaching staff must be proficient in providing the appropriate services for ELL's and Students with Disabilities (SWD).

Currently, our Special Education Coordinator/teacher serves as a co-teacher for six of our ICT classes. She, along with her team of Special Education teachers provide individual support for students and well as teachers. This team provides training for staff in using SESIS and CAP. Also, they are instrumental in IEP management between the SAT team members. The goal is to insure all SWD receive their intended services._

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

The teachers and support staff are being trained to implement the CCLS using the Danielson Framework to insure Teacher Effectiveness. We have hired a consultant from Generation ready (formerly AUSSIES) to work with targeted teachers to increase their instructional capacity serve all of our students

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Students in Temporary Housing are supported with the necessary materials i.e.: calculators, uniform, school supplies, entry fees to participate in all school programs and activities.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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

PARENT INVOLVEMENT POLICY

Prepared through the collaborative efforts of the PTA,

and School Leadership Team of The High School of Sports Management

We, the Parent-Teacher Association, and the School Leadership of The High School of Sports Management believe that parents are indispensable partners in our school's efforts to increase student academic and social achievement, and support our students to become responsible members of our society. In order to promote meaningful parent involvement, we will align all available resources, and allocate all appropriate funding to implement this policy – thereby forging a successful school-home partnership.

COMMUNICATION: We will use all available communication tools to help ensure that communication between the home and the school is regular, two-way and meaningful. We will:

- Provide Parent-teacher conferences at least twice a year with follow-ups as needed.
- Schedule for parent pickup of report cards in addition to mailing report card to students' home.
- Disseminate useful notices, memos, newsletters, and other communications. Make every effort to use translated versions of such correspondence.
- Use our Automated Phone System and EngradePro program to contact parents about student attendance and school activities in the parent's native language, as much as possible.
- Provide clear information on all school policies, programs, reforms, curriculum, performance, assessments and transitions.
- Adhere to our Language Allocation Plan by providing information in a parent's native language and provide language translators to assist English Language Learners families as much as possible.
- Provide our Parent Coordinator as a facilitator between the staff and the parents.
- Provide parents with EngradePro access to their teachers through our schoolwide mailbox.
- Provide parental outreach after school hours, as well as before school hours, by an attendance committee member.
- Provide new emergency cards to all students for updates on contact numbers.

PARENTING: We will support parents in improving parenting skills by:

- Provide parent workshops to encourage parental involvement within the school.
- Provide parents with support from our Social Worker in groups or individual sessions.
- Providing parent education and training for parents (e.g., family literacy, English as a Second Language, computer classes).
- Metro cards and refreshments are offered at workshops to encourage parents to attend.

STUDENT LEARNING: We will support parents in their efforts to improve student learning by:

- Providing information for families on required skills in all subjects at each grade.
- Assist parents in helping students set short term (for the school year) and long term academic goals for high school and beyond.

SCHOOL DECISION MAKING AND ADVOCACY: We will encourage strong parental involvement by:

- Reviewing the curriculum, standards, assessment, the school report card, student support service, Language Allocation Plan (for English Language Learners), on an annual basis. We will provide clear, timely information to parents on these issues through all available communication tools (as outlined in the Communication section of this policy).
- Providing training in our “Saturday Academy” and other workshops that will empower parents in assuming their place within the school community as representatives and leaders for the parent constituency, and as advocates and decision makers.
- Provide a Parent Coordinator to assist networking between the families and school community.

VOLUNTEERING: We will provide opportunities for parents to volunteer and support the school and students by:

- Conduct annual survey to identify interests, talents and availability of volunteers.
- Provide opportunities for parents to support the school and students by serving as a chaperone on trips and other events, and assisting in activities that promote parent involvement and support the goals of this policy.

COLLABORATING WITH THE COMMUNITY: We will utilize community resources, develop partnerships, foster student participation in community service, and involve members of the community in school related issues. We will also make community resources available to strengthen school programs, family practices and student learning by:

- Providing information on community activities, including summer programs that enhance student learning, interests and talents.
- Encouraging participation of alumni in school programs for students.
- Providing service to the community by students, families and the school in activities such as our Thanksgiving Food Drive, Winter Coat Drive, Multicultural Fair, Blood Drive, and provide entertainment to Senior Citizens in Hospitals and Senior Citizen Homes.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY 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.

We the staff, parents and students of The High School of Sports Management hereby agree to abide by this Parent-School Compact. We will share the responsibility for maintaining high standards and high expectations within our school community and will share the responsibility for the learning.

Shared responsibility for High Standards and High Expectations

STAFF	PARENT/GUARDIAN	STUDENT
Provide a welcoming environment	Ensure my child attends school every day prepared to learn (appropriate sleep, nutrition, clothing, etc.)	Come to class on time and prepared to learn. Eat nutritious food and get proper rest.
Set high standards for student performance	Communicate a positive attitude toward school and homework	Take responsibility for my own learning. I will set a goal to improve my grade average each marking period.

Shared Responsibility for Learning

Keep up with current research and best practices.	Offer to share appropriate skills and expertise with the school.	Be prepared to give school my full attention. Schedule my day and manage my time wisely. Use planners and assignment books.
Recognize and address varying learning styles.	Provide input on my child's learning style.	Find and use the setting that best supports my learning style.
Communicate practical applications of subject material.	Expose my child to real life applications (cooking, budgeting, shopping, etc.)	Participate fully in classroom activities. Apply what I learn in class to real life experiences.
Strive to integrate subject areas and student assignments.	Help my child to prioritize workloads.	Make reading a meaningful part of learning in every subject in my life by reading at least 30 minutes a day outside of school.
Increase student responsibility for work completion and	Monitor homework and support lively completion of	Assume responsibility for completing and returning

quality.	school assignments.	assignments.
Inform parents of ways to support homework.	Provide time and space for homework.	Complete assignments accurately and on time.

Shared Responsibility for Safe and Drug Free Schools

Treat students and parents with respect.	Talk with my child about respecting people and property and the consequences of his/her actions.	Respect the personal rights and properties of others.
Clearly articulate behavior expectations to students and parents.	Support and reinforce school policies.	Behave in a responsible manner to ensure a safe environment for all.
Clearly articulate the importance of peer pressure and dangers of substance abuse.	Talk to my child about tobacco, drugs, alcohol and peer pressure.	Say no to tobacco, drugs, alcohol and will resist peer pressure.
Take steps to prevent bullying and promote school safety.	Talk to my child about bullying and safe behavior.	Report bullying and safety issues.

Shared Responsibility for Communicating

Maintain regular communication with parents, including student progress. Send all notices in a timely manner.	Use information sources (planners, newsletters, email, and websites) to keep up with school issues and activities. Ask child for notices from school. Respond to notices. Talk with teachers as needed.	Pay attention to information. Seek assistance when needed. Ask questions for understanding. Give parents all school notices.
Offer parent involvement opportunities such as school trips and open school days.	Participate in school activities, parent-teacher conferences, etc. Participate in appropriate decisions related to my children's education.	Talk with my family about what occurs at school.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$238,999.86	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,580,895.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 21	Borough Brooklyn	School Number 348
School Name The High School of Sports Management		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Robin Pitts	Assistant Principal Derek Cradle
Coach Krishna Saha	Coach type here
ESL Teacher Mila Bary	Guidance Counselor Janu Williams
Teacher/Subject Area Theresa Wilkes	Parent Lucy Hernandez
Teacher/Subject Area Michel Brown	Parent Coordinator Kathy Kong
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	322	Total number of ELLs	16	ELLs as share of total student population (%)	4.98%
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Part II: 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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
Push-In										6	5	3	2	16
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	6	5	3	2	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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 SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	7	0	1	4	0	2	5	0	0	16

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	7	0	1	4	0	2	5	0	0	16
Number of ELLs who have an alternate placement paraprofessional: _____										

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1	4		1	6
Chinese										1				1
Russian										1				1
Bengali														0
Urdu										1			1	2
Arabic														0
Haitian											2	1	1	4
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	1
TOTAL	0	5	6	1	4	16								

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										1	1	1		3
Advanced (A)										4	4			8
Total	0	5	5	1	0	11								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										645			
	A										682	691		
	P										732	732	732	732
READING/ WRITING	B													
	I										646	662	680	
	A											686	709	707
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	16		2	
Integrated Algebra	16		8	
Geometry	9		4	
Algebra 2/Trigonometry	3		1	
Math _____				
Biology	0			
Chemistry	1		1	
Earth Science	1		0	
Living Environment	16		5	
Physics	2		1	
Global History and Geography	10		2	
US History and Government	3		1	
Foreign Language				
Government	2		1	
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At The HS of Sports Management, we use the 8th grade assessment scores as a baseline, summer reading, writing, and math assessment, NYC performance assessment in both math and ELA. The data will confirm or disprove our assumptions on a student's ability to meet the 9th grade expectations. However, based upon the score(s), both ELA and math teachers develop an instructional plan to

support literacy and numeracy in their classes.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The revelation is the level of comprehension that our ESL students are without upon entering in grade 9. They are supported in a double period English Language Arts and mathematics in addition to a literacy skills class.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
The NYSELAT data supports ELA and ESL teachers as they level the independent reading libraries within the classrooms, along with the instructional literacy strategies that they will adopt in their daily lesson plans.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?As students move from grade to grade, we see a steady increase in their literacy skills re able to show proficiency on the state Regents exams in Integrated Algebra, English, and Living Environment. However, fewer ESL students during the course of 4 years test out of our NYSLET exam. For the past two years, we have used the data from the ELL Periodic assessment scores to identify the learning gaps for each student. The ELA teacher, along with the ESL teacher have worked collaboratively to imbed those skills within their lessons.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
For our students who have severe literacy abilities, we rely upon his/her native language to support language acquisition. All of our students have English Language proficiencies that enable them to work from a starting place of language comprehension. We support the native language within the foreign language classes. If a student is in need of full translation, we seek the support of outside services.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success of our English Language Learner's program is based upon student proficiency on state assessments and college entrance. Historically, our ESL students graduate on time and enter college at the 2 year and 4-year level. Once they are able to show profiecy in grades 9-10, they are able to sustain themselves with the support of the ESL program to meet and/or exceed the graduation/promotional criteria.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The High School of Sports Management implements one model of instruction for our student who receive English Language services. We have a Freestanding ESL program. The program adheres to the model outlined in the State Education's Department's Part 154. We adhere to the basic goal that assures all ELL's are provided opportunities to achieve the same educational goals and standards as the general student population. Our Freestanding ESL is a program of instruction composed of an English as a Second

Language component, and content area instruction in English supported by English as a second language methodologies.

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.

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

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

As indicated on this document, parents view the video that describes the various programs. The student is then placed in the appropriate classes as indicated by their score on the NYSESLAT. Parent Survey Forms clearly reflect that the parents/guardians are in agreement with the offerings and our programs meet their needs.

During the course of the year two Parent Orientation Meetings are held for the parents of our ELL's. We also encourage parent participation in all school activities. Through the work of our Parent Coordinator, we have offered English as a Second Language Classes with a computer component for parents.

The High School of Sports Management
Robin Pitts, Principal

DEPARTMENT OF PUPIL PERSONNEL SERVICES
Janu Williams, Guidance Counselor

ADMISSION CHECKLIST FOR ENGLISH LANGUAGE LEARNERS

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

HOME LANGUAGE

PLACEMENT DEADLINE (10 SCHOOL DAYS AFTER ENROLLMENT)

NOTICE OF INTERPRETER SERVICES FORM PROVIDED:

_____ Parent(s) _____ Student

ADMISSION PACKET ISSUED

ASSISTED IN COMPLETION OF FORMS:

ADMISSION APPLICATION

HOME LANGUAGE IDENTIFICATION SURVEY

ETHNIC IDENTIFICATION

BLUE CARD

IMMUNIZATION RECORD REVIEWED

ISSUE FORM 211

WELCOME PACKED ISSUED

INFORMED OF DATE/TIME OF PLACEMENT TEST

ADMISSION PACKET TO LAB BASIS COORDINATOR

STUDENT TESTED ESL ____ Bilingual ____

LAB R – FORM B -- PLACEMENT _____

MATHEMATICS -- PLACEMENT _____

PARENT VIDEO VIEWED

PARENT SURVEY & PROGRAM SELECTION

FORM COMPLETED. CHOICE: _____

PARENT INFORMED OF DATE/TIME OF PARENT

ORIENTATION _____

ADMISSION PACKET TO ROOM 137

REQUEST FOR PROGRAM ENTERED

PACKET TO PUPIL ACCOUNTING SECRETARY TO
ENTER ON ATS
FAX COPY OF TRANSCRIPT FOR EVALUATION
COPY OF TRANSCRIPT TO COUNSELOR

ADMISSION PACKET TO PROGRAM OFFICE

PROGRAM TO STUDENT

ADMISSION PACKET PREPARED FOR FILING
DATE _____

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Paste response to question here:

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.

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

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

I – Intermediate	LB	1	45
	LSB	1	45

A – Advanced	LC	1	45
	ELA	1	45

The Beginner level of ESL receives three (3) 45-minute periods of instruction on a daily basis.

The Intermediate level of ESL receives two (2) 45-minute periods of instruction on a daily basis.

The Advanced level of ESL receives one (1) 45-minute period of instruction in ESL and one (1) 45-minute period of English Language Arts daily.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
ESL team works collaboratively to secure classroom, testing accommodations pre, during and, post administration of NYSELAT exam. Students are scheduled for the exam.
6. 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.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**
See above.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
At The HS of Sports Management, we have both a push-in and pull-out ESL model. The ESL teacher provides the state requires services for our ESL students in a stand alone course. However, in addition, the teacher pushes into a content subject (Global History, English, or Science) each semester to support our student's literacy and fluency acquisition.
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)?
See previous response.
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 foster language development and meet the demands of the Common Core Learning Standards.
The Common Core Learning expectations are delivered for all students . Teachers scaffold the skills to our ELL's based upon their abilities. All of our students take a learning style diagnostic test in September. Teachers modify their instructional strategies based upon the needs of the students. Visual, audio, and tactile strategies must incorporated within the unit/lesson plan to amplify the strengths of our learners and support their deficits.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Periodic assessments, observations, and formative/summative assessment scores will determine our students fluency and comprehension levels. Also, our students oratory skills will determine if our students need support in their native language in addition to the guidance they receive in English acquisition.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Constant monitoring in ESL classes with teacher, monitor lesson plans, and review student academic performance in all classes.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).**See above**
7. 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?

For students that are both ELL-SWD programming is modified to concentrate on specific courses: English, Science, and History given each of their accommodations without overwhelming our students. For example, some students will require 3-terms of Living Environment to show state proficiency and 4-terms of Algebra. However, despite their long seat time in these classes, they show greater success than if we were to programming children for the "expected" number of terms and risk multiple failures.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Yes, see above.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

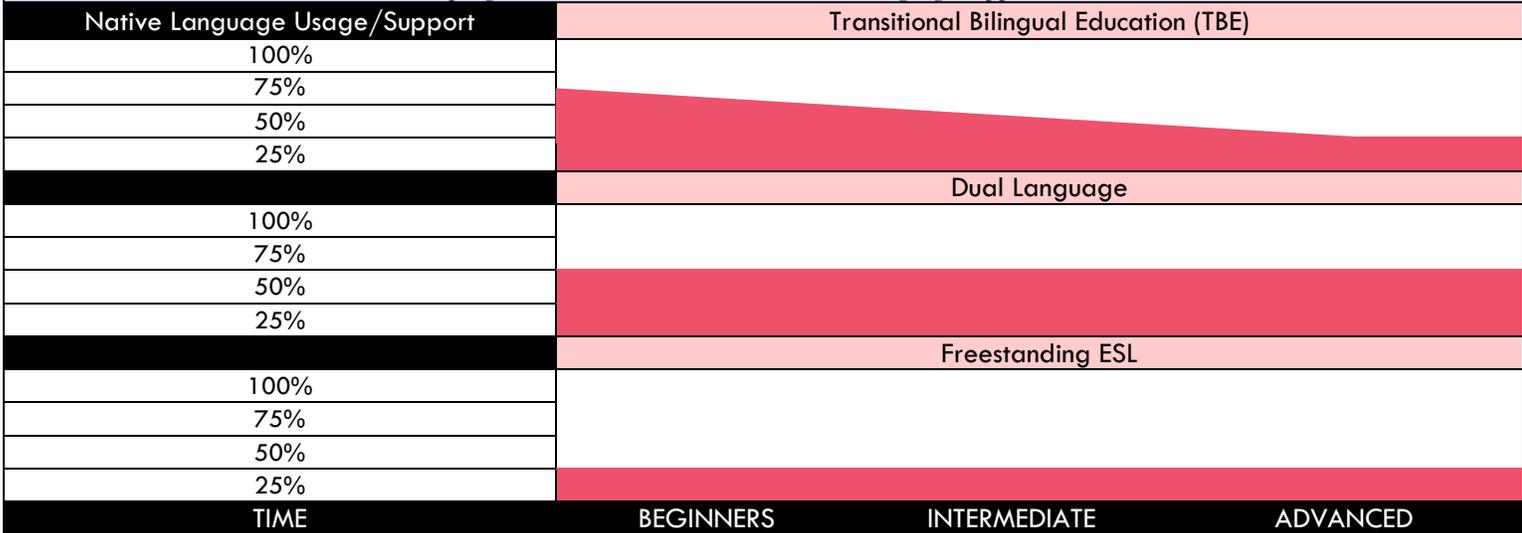
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
See above. However, our ESL students make each of the grade level promotional criteria. they have above 90% attendance each day. their participation in our Saturday and after-school academy is a significant factor in their success.
11. What new programs or improvements will be considered for the upcoming school year?
Individual academic portfolios for ESL students to monitor academic growth in the areas of literacy and numeracy.
12. What programs/services for ELLs will be discontinued and why?
Language student advisory. Students within the ELL designation were grouped together in advisory for support and familiarity. However, we want to immerse all students regardless of their language or academic abilities within the general advisory planning process. Their ability to language acquisition will increase due to the fact that they must follow.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students have access to all school-wide programs and activities. through our advisory program, each are encouraged to participate in athletics and/or clubs. many of our ESL students are members of the boy or girls varsity soccer teams.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

The ESL teacher uses many of the traditional means of language acquisition. Our students read aloud, listen to audio reading, and present their understanding in both the oral and written format. The content teachers use more multi-media supports such as visuword to help our students acquire word and language in group association processes.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Same for all students according to state regulations.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Prior to entry to the school, new ELL are invited to participate in the Summer ELL Brigde Program (Title III) with the LEC Camps. Additional inquiry is done after our entrance assessment exam in math and ELA is scored. Individualized strategies to align with learning gaps are drafted for students and shared with instructional teachers. September, Guidance counselor and ESL team have a opening meeting about the ESL services students are entitled to during the course of the school year. Parents are also invited to participate in the meeting. School personnel are on hand for translation needs. Students are monitored carefully during the course of the first marking period. ESL teacher holds parent conferences prior to the end of the semester to support families in academic supports.
18. What language electives are offered to ELLs?
Spanish
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

PARENT SURVEY FORMS

Parent Survey Forms clearly reflect that the parents/guardians are in agreement with the offerings and our programs meet their needs.

During the course of the year two Parent Orientation Meetings are held for the parents of our ELL's. We also encourage parent participation in all school activities. Through the work of our Parent Coordinator, we have offered English as a Second Language Classes with a computer component for parents.

E. 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.

FREESTANDING ENGLISH AS A SECOND LANGUAGE (ESL)

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

Part VI: LAP Assurances

School Name: <u>The High School of Sports Mgmt</u>		School DBN: <u>21k348</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robin Pitts	Principal		1/1/01
Dereck Cradle	Assistant Principal		1/1/01
Kathy Kong	Parent Coordinator		1/1/01
Mila Bary	ESL Teacher		1/1/01
Lucy Hernandez	Parent		1/1/01
Teresa Wilkes	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Krishna Saha	Coach		1/1/01
	Coach		1/1/01
Janu Williams	Guidance Counselor		1/1/01
Lucius Young	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **4** Network: **408**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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