



**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

02M393

School Name:

BUSINESS OF SPORTS SCHOOL

Principal:

JOSHUA SOLOMON

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 02M393
School Type: Career & Technical Educ. Grades Served: 9-12
School Address: 439 W 49 St., New York, NY 10019
Phone Number: 212-246-2183 Fax: 212-246-2913
School Contact Person: Rinah Fernandez Email Address: rfernandez10@schools.nyc.gov
Principal: Joshua Solomon
UFT Chapter Leader: Sara Berger
Parents' Association President: Fabia Nunez
SLT Chairperson: Jimmie Kelleher
Student Representative(s): Edwin Bernardez, Linares Pena

District Information

District: 02 Superintendent: Frederick Walsh
Superintendent's Office Address: 333 7th Avenue, New York, NY 10001
Superintendent's Email Address: fwalsh@schools.nyc.gov
Phone Number: 212-356-3739 Fax: _____

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 561 Network Leader: Derek Jones

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Joshua Solomon	*Principal or Designee	
Sara Berger	*UFT Chapter Leader or Designee	
Fabia Nunez /Jimmie Kelleher	*PA/PTA President or Designated Co-President	
not applicable	DC 37 Representative, if applicable	
Linares Pena Edwin Bernardez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Anne Linder	CBO Representative, if applicable	
Rinah Fernandez	Member/ CSA	
David Robinson	Member/ UFT	
Alexandria Ray	Member/ UFT	
Elizabeth Nunez	Member/ Parent	
Frances Medina	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
●	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
●	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
●	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
●	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
●	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
●	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Business of Sports School opened in September 2009 with the support of BOSS's partner organizations, New Visions for Public Schools and FECS Health and Human Guidance Service System. BOSS is a member of the innovative New Visions Partnership Support Organization (PSO) Network and is based on a Career & Technical Education (CTE) model and highly personalized small-school structure.

The original concept of BOSS was inspired by the Mayoral Task Force on Career & Technical Education (CTE), which called for new, creative ways to prepare students for the careers of 21st Century. A planning team of teachers, administrators, sports industry professionals, and representatives from New Visions, ESPN The Magazine, and FECS designed and proposed the BOSS concept during Fall 2008 and the official announcement by the New York City Department of Education in February 2009 was covered by media and sports blogs around the country. BOSS is a limited unscreened public high school. Students who attend information sessions receive admissions priority, and students are admitted on a lottery basis without regard to background or academic record. From its second year on, BOSS has received approximately 1,400 applications for each of its entering classes of 108 students.

Unique Features of BOSS

BOSS is one of the only New York State-approved CTE programs to focus on sports business. Students fulfill the Virtual Enterprise (VE) program sequence, which offers students a full CTE Business Management and Entrepreneurship curriculum that includes industry certification in Microsoft applications, national and international expositions, in-depth business simulations and competitions, and college-level business classes, culminating in a New York State endorsement in Business and Marketing. In 2011, BOSS became a partner school of the National Federation for the Teaching of Entrepreneurship (NFTE). In 2013, the New York State Business Teachers Association awarded BOSS New York City Business Department of the Year (under 500 students).

Partnerships

In addition to VE and NFTE, BOSS has several active partnerships, such as Morgan Stanley and Pencil, who have set up a career-training program for upperclassmen. BOSS also offers a dedicated, highly-trained college adviser through the CollegeBound Initiative, one of the most successful college access programs in New York. In 2013, BOSS became a member of the iMentor network, which provides a one-to-one professional mentor to every entering 9th grade student. In 2013, BOSS was also named one of fifteen Attendance Model Schools for its work on reducing chronic absenteeism and it one of sixty schools in the Advanced Placement Exam Expansion Initiative.

The school is one of five schools within the Graphics Campus in midtown Manhattan. In addition to public funding from the Department of Education, BOSS has been awarded grants by the Bill & Melinda Gates Foundation, the N.Y.C. Department of Youth & Community Development (DYCD), UJA Sports for Youth, Manhattan Borough President Scott Stringer, the Office of the Speaker of the New York City Council Christine Quinn, the Ford Foundation Good Neighbor Committee, American Eagle Foundation (college trips), and the Vocational and Technical Education Act (VTEA). BOSS is supported by an Industry Advisory Board of leaders in the sports industry and a Young Professionals Advisory Committee of executives in the fields of business and sports.

Our Mission

We prepare our students with the fundamentals of business and entrepreneurship for career-long success in college

and the professional world. Real-life challenges and skills are integrated into every subject area, so that BOSS seniors graduate with a Regents diploma, a Career & Technical Education endorsement in Entrepreneurship, first-hand experience working with professionals in the sports industry, and the ability to handle college-level coursework in each academic area.

Our vision was founded on the belief that all young people should be prepared for high-skill and high wage-careers, engage in quality learning experiences, and exhibit college and career readiness upon graduation from high school. We prepare our students for meaningful career pathways in the business industry and readiness to compete in the 21st century workforce with critical thinking, communication and collaboration.

We use the shared language and interest in sports to focus students on obtaining technical business skills and certifications. Our students will graduate ready to pursue careers and/or training in a variety of professions including business analysts, journalists, accountants, advertising managers, and entrepreneurs. Students participate in a rigorous and relevant program of studies that build business management and administration competencies within a core academic curriculum related to the sports and entertainment industry. Students will have opportunities for real-world learning in the sports and business community through internships, job shadowing, and career days with our numerous partners. By the end of senior year, graduates will be prepared to make informed post-secondary choices that foster student success, and include options leading to acceptance to a two or four year college and a meaningful professional career.

Partnerships

F·E·G·S Health and Human Services System. F·E·G·S is a proud co-founder of the Business of Sports School. F·E·G·S plays a critical role at BOSS, working to develop and implement programming that supports full student engagement in the BOSS mission and community — including the College & Career Institute and the after-school enrichment program — and providing key social supports and connections for students and their families.

Virtual Enterprises International. BOSS students fulfill the Virtual Enterprise (VE) program sequence, which offers students a full CTE Entrepreneurship curriculum that includes industry certification in Microsoft applications, national and international expositions, in-depth business simulations and competitions, and college-level business classes, culminating in a New York State endorsement in Business and Marketing.

Network for Teaching Entrepreneurship (NFTE). BOSS students will take Entrepreneurship their junior year. NFTE provides lessons, activities, field trips, guest speakers and competitions associated with the course. NFTE's mission The Network for Teaching Entrepreneurship's mission is to provide programs that inspire young people from low-income communities to stay in school, to recognize business opportunities and to plan for successful futures.

iMentor. iMentor builds mentoring relationships that empower students from low-income communities to graduate high school, succeed in college, and achieve their ambitions. Students work with their mentors one-on-one, in-person and online, to develop strong personal relationships, nurture a college aspiration, navigate the college application process, and build critical skills that lead to college success.

CollegeBound Initiative. CBI empowers young women and men to realize their higher education and life potential by placing full-time college guidance experts in high-need public schools. CBI counselors maximize students' college awareness, access, and financial aid awards.

Big Brothers Big Sisters of New York City. Current 10th and 11th graders are part of the Big Brothers Big Sisters Workplace Mentoring Program. Juniors have mentors or bigs from the National Football League (NFL) that they meet with about twice a month while sophomores work with employees of CBS.

PENCIL. PENCIL matches business volunteers with public school principals based on backgrounds, interests, and goals. Partners are then empowered and supported to develop solutions that transform their schools. BOSS is partnered with Morgan Stanley and has developed a career readiness program for juniors.

Areas of Growth and Focus

BOSS has continued to develop a rigorous academic program while supporting students who have entered the school with a range of performance levels and backgrounds. Overall, the school has grown over past year, from 390 to 450 students, as applicant levels have remained over 1,400 students, the median rank has risen from 5 to 4, and 9th grade match attrition has fallen from 32% to 20%. That said, the incoming average student profile shows the need for comprehensive instructional support, with entering performance levels of 2.26 (ELA) and 2.17 (Math), 24.8% students with disabilities, and 8.1% entering overage. The weighted-graduation rate of 193.5% exceeded the citywide average, due to the 38% of the 2014 cohort who earned a diploma with a Career & Technical Education (CTE) endorsement in Business Management & Entrepreneurship.

In order to better serve students with special needs, the school has increased Special Education faculty and professional development. BOSS has been a Spotlight School in its network, recognized for Team Teaching strategies and results with students with special needs. In school year 2013-2014, BOSS exceeded the majority of schools in "Closing the Achievement Gap," measured by four-year Weighted Diploma Rate for special education and lowest-third citywide students, as well as College and Career Preparatory Course Index for lowest-third citywide. BOSS also exceeded citywide averages in movement to less restrictive environments.

The school focuses intensely on student attendance, acting in as a citywide "Model School" for addressing chronically absent students. The focus has been on continuing to reduce absences and latenesses. Students come from all five boroughs, and all travel by subway from 30 to 120 min. to come to school each day. Although BOSS's attendance of 84.5% was under the median for citywide high schools, new strategies have been implemented to not only raise the attendance rate above the citywide average, but also increase punctuality to school and class.

Professional mentoring has also been an area of focus. This year, BOSS expanded both iMentor programs, so that every 9th and 10th grade student is matched with a professional mentor, whom email weekly and meet with monthly. We will continue to expand that program to the upper grades next year. BOSS also expanded the PENCIL program, so that 30 students in each of 11th and 12th grades ago through job training with Morgan Stanley executives. Finally, this year, we started a peer mentoring program (Peer Guidance Connections), where all 9th grade students are in a weekly advisory session led by 12th grade peer leaders.

Finally, BOSS has worked with CollegeBound Initiative to increase our college acceptances and enrollments. We joined the Advanced Placement Expansion Initiative and have increased the number of AP courses and exams given to three. We also focus on increasing average exam scores and passing rates in Regents, which will in turn increase our Regents completion and college readiness rates. As part of increase the quality and quantity of college acceptances, BOSS started a CollegeSpring SAT preparation program during the school (as opposed to after school prep class in the past). SAT scores last year, averaged 1154 (381 per section) but are expected to rise due to the increased preparation.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> According to the 2014 School Quality Snapshot, 10% of our 2014 cohort met College Ready indicators -students who graduated with a Regents Diploma <u>and</u> met the Regents (75 in ELA and 80 in Math) <u>or</u> SAT (480+ in Verbal and Math), and Course Standards (i.e., through Algebra II/Trig.) to reach CUNY Standards, down from 24% for Cohort 2013. Our 2013-2014 Weighted Regents passing rates were the following: English 87%; Math 91%; Global History 45%; US History 101%. SAT scores last year, averaged 1154 (384, 381, and 380 in Math, Critical Reading, and Writing, respectively). CUNY scores last year, averaged 35, 25, 67, and 51 in Math 1, Math 2, Reading, and Writing, respectively. 38% of students passed an industry-recognized CTE technical assessment.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, we will increase the percentage of students passing Regents exams in each core subject (70%) and increase our College Readiness index to 25%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Implement schedule of Interim Assessments in every subject to mirror Regents exams in November, January, and May. Students will have a simulated testing environment and will become cognizant of the content and stamina required to pass the assessments. Staff will have actionable data to monitor ongoing student progress and instructional strategies.	All students	November 17-21, 2014, January 12-16, May 4-8, 2015	Administration, Classroom teachers
Implement data analysis cycles to develop action plans for each course after each assessment: Target standards/skills for re-teaching	All teachers	November 2014,	Administration Classroom

and “cusp” or” at risk” students who need additional intervention.		January 2014, May 2014	teachers, Professional Development Committee
Implement CollegeSpring curriculum to incorporate SAT preparation daily for 11 th graders, during Advisory. Incorporate professional development on Castle Learning and how to track student performance for all grades.	11th grade teachers; All teachers	September 2014-June 2015	11th grade Advisors, Administration All teachers
Include Regents preparation tutorials throughout the school day and Saturday Academy. Increase outreach to parents regarding tutoring programs through SLT subcommittee and Parent Coordinator.	All core content area teachers; All learning specialists	September 2014-June 2015	SLT subcommittee, Parent Coordinator, Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> ● Academic Intervention Services and Regents Prep classes after school (\$20,000 Title I SWP) ● Tutoring and office hours embedded throughout the school day. (FSF) ● Summer and ongoing professional development focused on writing curriculum that focuses on item analysis of Regents and alignment to Common Core (FSF) ● Use Datacation/Pupil Path system to keep parents/guardians informed of student progress online (\$8,000, New Visions) ● Castle Learning online Regents preparation (\$1,500, FSF)

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.
<p><u>Mid-point benchmark:</u></p> <ul style="list-style-type: none"> ● January 2015: increase of 35% of students receiving passing rates on Interim Assessments (mock Regents) ● May 2015: increase of 35% of students receiving passing rates on Interim Assessments (mock Regents) ● February 2015: increase of 10% of students meeting College Readiness indicators ● June 2015: increase of 15% of students meeting College Readiness indicators <p><u>November/December 2014-</u> 1st cycle of data analysis using Leverage Leadership protocols</p> <ul style="list-style-type: none"> ● Establish targets for courses: % for passing rates and priority standards/skills ● Provide feedback on teacher action plans and list of cusp and at risk students ● Review outreach and participation in tutoring and AIS programs <p><u>January 2015-</u> data analysis of end term assessments</p> <ul style="list-style-type: none"> ● Review progress made towards targets for courses: % for passing rates and priority standards/skills

- Provide feedback on teacher action plans and progress of cusp and at risk students
- Review outreach and participation in tutoring and AIS programs

May 2015- data analysis on final mock assessments

- Review progress made towards targets for courses: % for passing rates and priority standards/skills
- Provide feedback on teacher action plans and progress of cusp and at risk students

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the School Quality Snapshot the attendance for school year 2013-14 was 84.3%. By providing a more supportive environment students will be more eager to come to school and thus increase attendance and academic achievement.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase school attendance to 88% by June 2015; this will impact on academic success as well.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust			
Weekly Attendance Summit that includes tracking of students with high or increasing number of absences and lateness and coordination of attendance strategies, using data dashboard created by New Visions	All students	September 2014-June 2015	Principal, guidance team, FECS, parent coordinator
Annual Parent Summit that invites external CBO’s and organizations to Parent-Teacher Nights to act as a resource for parents	All parents	November 2014	Parent Coordinator
Incentives funded through AIDP grant for students for perfect and improved attendance and punctuality. Awards for Improved Attendance in each class, along with academic awards in each class.	All students	September 2014-June 2015	FECS, teachers, guidance
Success Mentors to work with chronically absent students, meet with them on a regular basis and call home when not in school.	Chronically absent students	September 2014-June 2015	FECS Success Mentors

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule

adjustments, etc.
<ul style="list-style-type: none"> Automated call out (School Messenger) system (\$800 FSF) Datacation/Pupil Path (\$8,000, through New Visions) Attendance Teacher – one day a month (\$13,000, through New Visions) Prizes for attendance awardees (OTPS and work with F.E.G.S. AIDP-Grant of \$5,000) Displays for perfect and improved attendance (FSF) Out-of-school time elective program (\$97,000 DYCD) Weekly bulletin emailed to all parents Frequently updated website news and announcements Parent Summit and Parent Association

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
AIDP “Sustain it” grant									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
7.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
8.	Specify a timeframe for mid-point progress monitoring activities.			
Jan 2015- evaluate attendance figures and make adjustments to activities and strategies if figure is below the 90%. Weekly ongoing data analysis by attendance committee				
Part 6b. Complete in February 2015.				
9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
10.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
 - Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- Current data from the 2014-2015 ADVANCE MOTP Dashboard indicate that the components of Danielson Domain 3: Instruction are a priority for teacher performance. Teacher ratings in components (3b) Questioning and Discussion and (3c) Engaging Students in Learning correlate with student achievement data
 - 2013-2014 Progress Report rating indicates the percentage of students accumulating 10+ credits every year from 72.4% in 9th grade, to 60% of students in 2nd year, and 68.8% in 3rd year.
 - Our 2013-2014 Weighted Regents passing rates were the following: English 87%; Math 91%; Global History 45%; US History 101%.
 - 2013-2014 NYC School Survey indicated that 64% of teachers report greater collaboration with school staff

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, ongoing teacher collaboration and professional development on (3b) Questioning/Discussion and (3c) Student Engagement and (3d) Using assessment in instruction, will result in a 45% increase of Effective ratings in Domain 3, as measured through the Advance portal.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust			
Teacher led Professional Development sessions to model best practices in questioning/discussion, engagement and assessment. Implement GOOGLE doc teacher surveys so teachers can identify priority areas of need and strengths. Recruit teacher presenters based on survey and observation data.	All teachers	September 2014-June 2015	Professional Development Committee
Teacher peer inter-visitations and debrief sessions; Teachers volunteer to host visitors highlighting best practices in instructional focus areas. Peer visitors complete BOSS Inter-visitation form and	All teachers	September 2014-June 2015	Professional Development committee,

debrief with host teachers.			Administration
Ongoing opportunities to collaborate at Department meetings to run the following protocols: Danielson/UDL lesson study; data analysis from assessments using Leverage Leadership Action Plan tools; quality of student work protocols	All teachers	September 2014-June 2015	Professional Development committee, Department Chairs, Administration
Weekly co-planning time to support differentiation of instruction, UDL planning, vocabulary development and scaffolded levels of questioning (Webb's DOK) to address needs of ELLs, and Special Education students.	All teachers	September 2014-June 2015	Administration, General Education, Special Education, and ESL Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Bi-weekly department inquiry meetings (during professional development time)
- Accountable talk/ Think Share/Exchange protocol, Depth of Knowledge/Questioning professional development, (FSF)
- Summer and year-long Professional Development on Common Core Learning Standards (Title I)
- Literacy Coach and Math Coach focused on CCLS-aligned curriculum (Title I, FSF)
- Professional Development Committee - weekly meetings
- Data Analysis professional development - ongoing
- Shared rubric for Core Curriculum-aligned tasks (September through June, Literacy coach)
- Teacher team meetings to share curriculum and look at student work (September through June, grade meetings)
- Weekly professional development meetings (September through June, facilitated by Principal, Assistant Principal, and Literacy Coach)
- Classroom informal and formal observations (October through June, by Principal, Assistant Principal and Co)
- Weekly Department, Grade Team, or Inquiry Team Meetings to share best practices among teachers; look at student work, and share learning from anchor text (September through June).
- Teacher inter-visitations and debriefs - ongoing
- Curriculum Mapping (September through June, faculty)

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
16. Specify a timeframe for mid-point progress monitoring activities.

Mid-point benchmarks:

January 2015: 15% increase in evidence of Effective instructional practices for Domain 3

April 2015: additional 15% increase in evidence of Effective instructional practices for Domain 3

June 2015: additional 15% increase in evidence of Effective instructional practices for Domain 3

January 2015- February 2015: Check in meetings with administrators and teaching staff to review progress towards professional goals, and observation feedback ratings prior to Formal Observations

January 2015: Professional Development committee will review next steps for PD plan based on evidence of teacher practice and teacher surveys

Part 6b. Complete in February 2015.

17.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
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18. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

We made progress towards our goal and will continue to offer teacher led differentiated PD.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> 2013-2014 NYC School Survey indicated that 94% of teachers implemented literacy activities where students used evidence from text during discussion; 94% of teachers reported that they implemented literacy practices where students used evidence from text in written assignments. 2013-2014 NYC School Survey indicated that 77% of teachers reported that they were observed more frequently and 70% stated that they received more actionable feedback on their performance; 70% of teachers also reported that they had a better understanding of performance expectations.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, all teachers will implement shared vision of instructional best practices to foster student engagement including Common Core units; Socratic Seminars; Marzano academic vocabulary strategies; small group discussion protocols.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
Continue to provide feedback on fall and spring Common Core papers through department wide quality of student work reviews utilizing BOSS Common Core Argument Writing Rubric. Continue to provide ongoing feedback on fall and spring Common Core units and curriculum during weekly post observation conferences as relevant.	All teachers	Ongoing Fall 2014; Spring 2015	Literacy coach, Administrators
Continue to provide planning support and feedback on fall and spring Socratic Seminars. Add Socratic Seminars to Observation calendar for all administrators. Review student performance data on Socratic Seminar using BOSS Speaking and Listening rubric during post	All teachers	Ongoing Fall 2014; Spring 2015	Literacy coach, Administrators, All teachers

observation conferences.			
Provide ongoing one-one coaching and professional development sessions to foster daily text based discussions on: small group discussion protocols; short constructed responses; station based learning; establishing criteria for student engagement and high quality work. Provide ongoing support and observational feedback to learning specialists on how to support ELLs and special needs students through differentiated planning, scaffolded questioning, graphic organizers and Marzano academic vocabulary techniques.	All teachers	September 2014-June 2015	Literacy coach, Professional Development Committee, Administrators
Monitor implementation of practices through on going teacher feedback on instructional practice: weekly cycle of informal observations and post observation meetings; Instructional Walkthroughs conducted by Critical Friends Group.	All teachers	September 2014-June 2015	Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Leadership Development Facilitator (New Visions) Google Docs tracking of observation calendar and teacher goals (FSF) Use of Advance software (DOE) Professional Development through New Visions, Advanced Placement Expansion Initiative (APEX), and other organizations (New Visions, APEX)

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Advanced Placement Expansion Initiative (APEX) grant									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
23.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
24.	Specify a timeframe for mid-point progress monitoring activities.			
Part 6b. Complete in February 2015.				
25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
26.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
Mid-point benchmark: <ul style="list-style-type: none"> 80% of all teachers will demonstrate evidence of fall Common Core units and fall Socratic seminar 75% of teachers will demonstrate evidence of small group discussion protocols; short constructed responses; station based learning; establishing criteria for student engagement and high quality work (measured through teacher observations) 				

Ongoing- Leadership team meetings to review ADVANCE MOTP Observation data (monthly September 2014-June 2015)
December 2014: Mock quality review feedback from Network leadership
January 2015: Quality Review Visit and feedback
March 2015: Instructional walk-throughs
May 2015: Spring Common core and Socratic seminar data review

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
 - Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- In order to prepare students for the world outside of school, it is felt that students need to undertake internships in the senior year, in lower grade students should be mentored to help set goals for the future.
 - Build on the 89% scored on the school survey that students feel that there is an adult keeping them on track.
 - New York State CTE certification is necessary for students to receive a CTE endorsement and Advanced Regents Diplomas for graduation.
 - Coherent plan for development of business and entrepreneurship skills provide greater opportunities for college and professional success.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of all students will have a professional mentor or job shadowing experience. To continue to build on our strong performance in this area, based on school survey. Increase lowest-third in college and career readiness from 36.4% to 40%

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust			
Peer Group Connections program: every 9th grade students is in an Advisory class led by a 12th grade Peer Leader. Peer Leaders meet four days per week for mentoring training.	9th & 12th Grade	September 2014-June 2015	Teachers/Counselors who are training student Peer Leaders
iMentor program: matches every 9th and 10th grade student with a Mentor, with weekly emails and monthly meet in-person meetings	9th and 10th Grade	September 2014-June 2015	On-site iMentor staff, Social worker

PENCIL Morgan Stanley Program: 11th and 12th grades students are mentored and receive job training from Morgan Stanley executives monthly	11th and 12th Grade	September 2014-June 2015	CTE Department
Business Management & Entrepreneurship Internship Program: Students conduct Career & Technical Education internship (150 hours) supervised and evaluated by the certified Work-based Learning (WBL) Coordinator	12th Grade	September 2014-June 2015	CTE Department, Work-based learning (WBL) Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Enhance partnerships with National Federations of the Teaching of Entrepreneurship (NFTE) and Virtual Enterprises International (VEI) (September, led by the CTE Department Chair)
- Develop Work Based Learning WBL opportunities for seniors (WBL Coordinator, by January)
- Develop post-secondary opportunities through the College Now program. (Director of College Placement, by June)
- Business department teachers prepare students for MOS Verification in Microsoft Office applications through Business Applications (grade 10), Entrepreneurship class (grade 11), and for NOCTI Entrepreneurship Exam (by June, by CTE Department faculty)
- Grant from Peer Group Connections for student training retreats

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Coordination with social-service and college preparation organizations, such as F.E.G.S. (out-of-school time and summer programming, counseling, advisory curriculum), Big Brothers Big Sisters (mentoring) and College Bound Initiative (college exposure).
- Involvement of Advisory Board in work-based learning programs
- Develop Work Based Learning WBL opportunities for seniors (WBL Coordinator, by January)
- Business department teachers prepare students for MOS certification in Microsoft Office applications through Business Applications (grade 10), Entrepreneurship class (grade 11), and for NOCTI Entrepreneurship Exam (by June, by CTE Department faculty)
- Recruit up to 20 members of Industry Advisory Board (by June, Industry Partnership Coordinator)
- Develop post-secondary opportunities through the College Now program. (College Advisor, by June)
- Vocational and Technical Education Act (VTEA) grant for Career & Technical Education (CTE) programs

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
32. Specify a timeframe for mid-point progress monitoring activities.

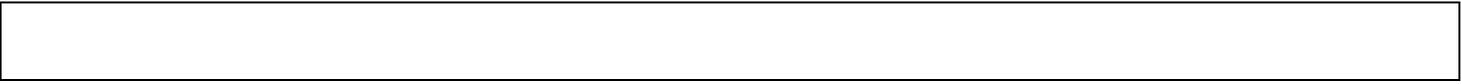
Mid-point benchmark:

February 2015 75% of all students will be involved in a mentoring or job shadowing experience.

June 2015 15% of additional students will be matched for job-shadowing opportunities during the summer

Part 6b. Complete in **February 2015.**

33.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
34.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<ul style="list-style-type: none"> ● Assessment scores ● Nomination by subject teacher ● Individual Education Plans (IEPs) ● Parent/student request 	<ul style="list-style-type: none"> ● Differentiated lessons ● Aligning lesson to UDL protocol ● Incorporating common core standards into lesson plans 	<ul style="list-style-type: none"> ● Small Group ● Use of teacher push in to classes ● One-to-one tutoring 	<ul style="list-style-type: none"> ● After school tutorial ● Pull-out services throughout the school day ● Saturday Academy
Mathematics	<ul style="list-style-type: none"> ● Assessment scores ● Nomination by subject teacher ● Individual Education Plans (IEPs) ● Parent/student request 	<ul style="list-style-type: none"> ● Differentiated lessons ● Aligning lesson to UDL protocol ● Incorporating common core standards into lesson plans 	<ul style="list-style-type: none"> ● Small Group ● Use of teacher push in to classes ● One-to-one tutoring 	<ul style="list-style-type: none"> ● After school tutorial ● Pull-out services throughout the school day ● Saturday Academy
Science	<ul style="list-style-type: none"> ● Assessment scores ● Nomination by subject teacher ● Individual Education Plans (IEPs) ● Parent/student request 	<ul style="list-style-type: none"> ● Differentiated lessons ● Aligning lesson to UDL protocol ● Incorporating common core standards into lesson plans 	<ul style="list-style-type: none"> ● Small Group ● Use of teacher push in to classes ● One-to-one tutoring 	<ul style="list-style-type: none"> ● After school tutorial ● Pull-out services throughout the school day ● Saturday Academy
Social Studies	<ul style="list-style-type: none"> ● Assessment scores ● Nomination by subject teacher ● Individual Education Plans (IEPs) ● Parent/student request 	<ul style="list-style-type: none"> ● Differentiated lessons ● Aligning lesson to UDL protocol ● Incorporating common core standards into lesson plans 	<ul style="list-style-type: none"> ● Small Group ● Use of teacher push in to classes ● One-to-one tutoring 	<ul style="list-style-type: none"> ● After school tutorial ● Pull-out services throughout the school day ● Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> ● Assessment scores ● Nomination by subject teacher ● Individual Education Plans (IEPs) ● Parent/student request 	<ul style="list-style-type: none"> ● Guidance Counselors, Social Worker, School Psychologist 	<ul style="list-style-type: none"> ● Counseling, small group 	<ul style="list-style-type: none"> ● Pull-out services throughout the school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<ul style="list-style-type: none"> ● Networking with partner universities and organizations, such as The New Teacher Project (TNTP) and the National Foundation of the Teaching of Entrepreneurship (NFTE) ● Professional development on topics identified by self-assessment surveys and school leadership observations ● Outreach through school website and teacher fairs ● Use of Curriculum Coach to incorporate common core standards into curriculum ● New Visions PD made available to faculty ● Bi-weekly Department Meetings ● Bi-weekly grade team meetings ● Planning time with co-teachers ● Use of walkthroughs and observations to help faculty

2b. 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).
<ul style="list-style-type: none"> ● Networking with partner universities and organizations, such as The New Teacher Project (TNTP) and the National Foundation of the Teaching of Entrepreneurship (NFTE) ● Professional development on topics identified by self-assessment surveys and school leadership observations ● Outreach through school website and teacher fairs ● Use of Curriculum Coach to incorporate common core standards into curriculum ● New Visions PD made available to faculty ● Bi-weekly Department Meetings ● Bi-weekly grade team meetings ● Planning time with co-teachers ● Use of walkthroughs and observations to help faculty

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

na

Part 4: SWP Schools Only

4a. 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.).

na

4b. 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.

MOSL committee and other teachers are involved in selecting and implementing assessments to measure progress to Regents completion and Career and Technical Education-endorsed diplomas.

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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	\$226,324	X	11, 14, 16, 19, 22
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,924,062	X	11, 14, 16, 19, 22

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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 02	Borough Manhattan	School Number 393
School Name Business of Sports School		

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 Joshua N. Solomon	Assistant Principal Rosa Choi
Coach Stephanie Aubry	Coach type here
ESL Teacher Alexandria Ray Francis Daniel	Guidance Counselor Kristin Luedemann
Teacher/Subject Area Sara Berger/ELA	Parent Jimmy Kelleher
Teacher/Subject Area Sabrina Fouts/Spanish	Parent Coordinator Annie Peralta-Leon
Related Service Provider Steve Young	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.	2	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	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	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	1	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)	422	Total number of ELLs	25	ELLs as share of total student population (%)	5.92%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In										14	7	2	2	25
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	14	7	2	2	25

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	8
SIFE		ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	15

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	4	1		6	2	1	15	3		25

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	4	1	0	6	2	0	15	3	0	25
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										10	7	1	2	20
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic												1		1
Haitian														0
French										2				2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2				2
TOTAL	0	14	7	2	2	25								

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)										4	2		1	7
Advanced (A)										10	5	2	1	18
Total	0	14	7	2	2	25								

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													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
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	5			
Integrated Algebra	18	5		
Geometry	5	2		
Algebra 2/Trigonometry	2			
Math _____				
Biology				
Chemistry				
Earth Science	7	2		
Living Environment	16	4		
Physics				
Global History and Geography	11	5		
US History and Government	3			
Foreign Language	10			
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.
Our school assesses ELL literacy skills using the WRAP Kit as well as baseline Common Core assignments in each different core subject. Each ELL is also given the Gates McGintie Reading test. We use the data to program additional reading support using the Wilson methodology if necessary. The insights provided by this data help the ESL and content area departments determine whether or not the

ELLs would benefit most from push-in or pull-out ESL services. We also collaborate with the SpEd department to assess SpELLs and develop targeted strategies to attempt to address and meet the IEP goals.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We have not had any students take the LAB-R in the past two years. The scores on the NYSESLAT indicate that the majority of our students are long-term ELLs with high advanced or proficient levels in speaking and listening. Their reading and writing levels vary but are usually lower than their speaking and listening levels. We have a high number of SpELLs in the 9th grade whose SpEd disabilities may be interfering with their language acquisition and/or their ability to score higher on the NYSESLAT.
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 [AMAO tool](#))
Based on the patterns across the NYSESLAT modalities it is obvious that our students require more targeted instruction in the reading/writing modalities. These students will receive small group writing and reading workshops. ESL teachers will also provide scaffolding and pre-reading/pre-writing activities to help ESL students improve their skills in these modalities. ESL students also receive scaffolding and help with outlining for Common Core assignments.
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?
 - a. There is a high number of SpELL students in 9th grade who have low scores in reading and writing. In 10th grade there is only one SpELL. As with 9th graders, all ELLs in 10th grade have stronger scores in Listening and Speaking. In 11th grade, there is one ELL and one SpELL. They demonstrate the same pattern. In 12th grade there are two ELLs. Their scores also follow the pattern. Only a small percentage of these students are simultaneously bilingual in Spanish and English. Therefore the majority of ELLs who speak Spanish decline to take Regents in Spanish. There are approximately four ELLs who use both the Spanish and English copies of the Regents but they use the Spanish copy as a reference and do all of their essays in English.
 - b. The school leadership team and the teachers use the result of periodic assessments to target struggling ELLs to identify areas of concern that require explicit instruction.
 - c. Native language instruction is never used as we only have an ESL program and do not have any bilingual or dual language programs.
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?
ESL students' second language development is considered when the following strategies are employed by ESL teachers: Student generated content vocabulary dictionaries, use of realia and visuals to help ELLs access prior knowledge in their native language and transfer it to English, small homogenous group instruction fostering confidence and content area mastery that can then be demonstrated in whole group heterogeneous settings, differentiation of content to ensure struggling ELLs receive scaffolding, Academic Intervention Services offered to give struggling ELLs extra access to the ESL teachers for help in student-identified areas across curriculums.
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.).
The success of the ESL program is evaluated based on a combination of different factors including the number of students who attain proficiency on the NYSESLAT, the number of students who earn an 80% or above in their core classes, the number of students who pass their Regents exams, etc.

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](#).)
Every new admit to NYC Public schools is given the Home Language Identification Survey (HLIS). If this is filled out with any language other than English, the ESL teachers are notified immediately to conduct an informal oral interview in English, following the procedures outlined in the ELL identification flow chart. If it is determined that the student speaks a language other than English at home, the ESL teacher administers the LAB-R (beginning in February 2014, the NYSITELL will be administered). This is then sent to be scored off-site and we receive the results determining whether or not the student will be in the ESL program.
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.
We do not have a Bilingual or Dual Language program. New admits are informed of this and given information about what our Freestanding ESL program entails. They are made aware that they have the right to find a different school which has one of the other options but that we do not currently have enough parental interest in the other programs to create either a Bilingual or Dual Language program.
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 [\[see tool kit\]](#).)
The secretary and parent coordinator handle and securely store all Parent Surveys in the confidential student file. New admits are given the Parent Survey and Program Selection forms from the guidance department who notify the ESL department if there are any potential ELLs.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The Guidance department notifies the ESL Department if there is ever a student who indicates he/she speaks a language other than English at home. The ESL department then conducts an informal oral interview in English, following the procedures outlined in the ELL identification flow chart. If it is determined that the student speaks a language other than English at home, the ESL teacher administers the LAB-R (beginning in February 2014, the NYSITELL will be administered). This is then sent to be scored off-site and we receive the results determining whether or not the student will be in the ESL program. Students and their parent are given the option of translators provided by the DOE.
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.
All ELLs take all sections of the NYSESLAT each year because parents and ELLs are notified in advance of the test dates. If a student is absent on the date of one of the modality tests, their parents are called and notified that the student must be present. If a student is ill, a make-up session is given the day the student returns, within the mandated testing window. All IEP accommodations are followed.
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. 
Parents request Freestanding ESL. No parents have requested alternate programs. Freestanding ESL is currently being offered.

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])?
 - a. The organizational models used include push-in and pull-out as well as collaborative team teaching.
 - b. The classes are heterogeneous.
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)?

The ESL department, in conjunction with the school programmers, establish the proficiency levels of each student before classes begin in September. When levels are determined, the ESL department notifies the programmers which students require which number of mandated ESL hours and the programmer creates their schedules accordingly. Therefore the ESL teachers are guaranteed to deliver at least the minimum number of mandated ESL hours for every ELL.

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.

As we have a push-in/pull-out ESL model, the ESL teacher collaborates with the content area teacher to ensure that ELL modifications are being used in all classes. The content area and ESL teachers provide instruction only in English but ensure that content is comprehensible to foster language development and meet the demands of Common Core Learning Standards by introducing scaffolds, eliciting prior knowledge, providing graphic organizers, using realia, providing small group pull-out instruction, etc. to provide students with the support necessary to grasp the content material and successfully complete Common Core tasks.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
N/A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our school tracks data across all subjects of student performance on Common Core Reading/Writing tasks as well as on Common Core Speaking/Listening tasks. We are able to determine whether or not ELL student growth is evident in all four modalities based on data analysis.
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).

a. Students with interrupted educations (SIFE) have either a teacher who speaks the native language or a certified ESL teacher help them develop higher levels of their English skills, academic and organizational skills, and native language skills, where possible. These students follow a push-in/pull-out ESL model. Their teachers are notified as to who their SIFE students are, so that they can plan accordingly.

b. Students in US schools less than three years receive intensive ESL support, which includes optional lunchtime and afterschool study

skills courses and preparation for all high school Regents exams to simultaneously help them improve their proficiency levels in English and complete the coursework in their core content areas. In addition, the materials for their other courses are modified so that they can complete the same works as their native speaking classmates.

c. For ELLs receiving service from 4-6 years the areas in which they struggle have been identified and they receive tailored instruction to raise their understanding. Like the newcomer ELLs, the materials for their other courses are modified to their level so that they can complete the same works as their native speaking classmates.

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

e. Former ELLs are still tracked by the ESL department and have the option of attending the same optional lunchtime or afterschool enrichment classes. They are also given all ESL accommodations on all tests and Regents exams.

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?

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

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?

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

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

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

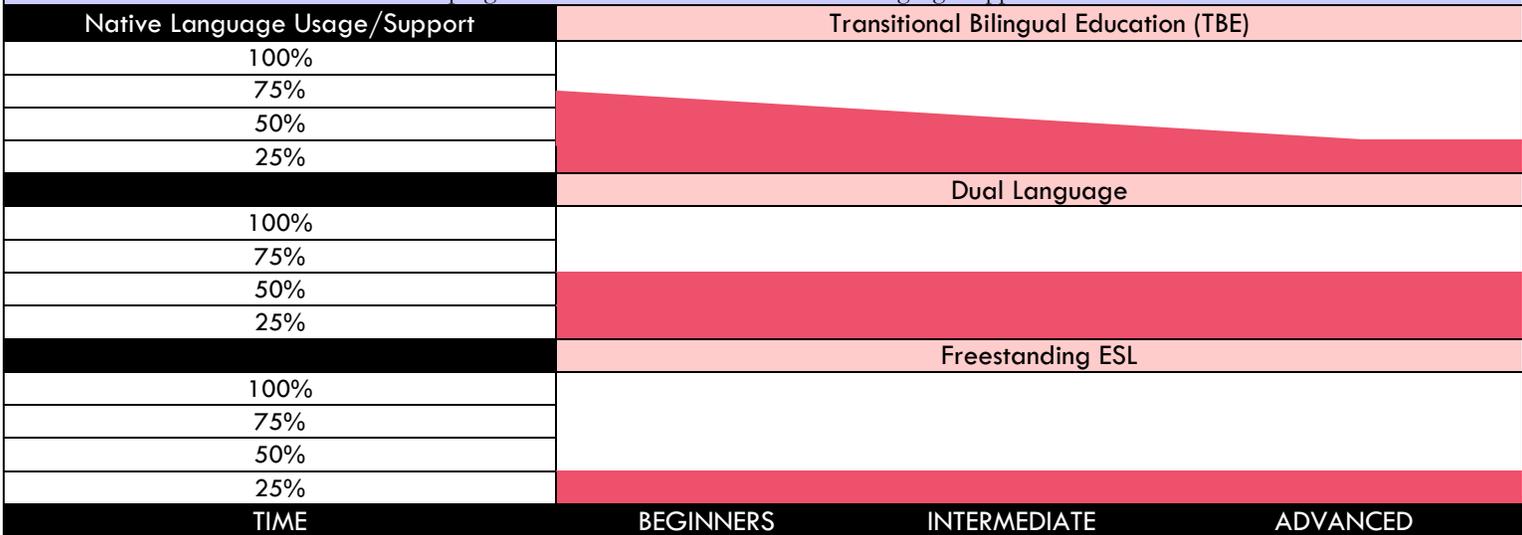
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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
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.
- In math and ELA we have grouped our ELL students in homogenous groups based on past NYSESLAT test results and data collected from their teachers. In addition to pull-out and push-in groups facilitated by the licensed ESL teacher, targeted Academic Intervention Services (AIS) in the content area are available to ELLs for support. AIS services are provided in English during optional lunch periods and optional after-school sessions by the content-area teacher and/or the licensed ESL teacher.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Each year we have had at least five percent of our ELLs receive a grade of Proficiency on their NYSESLAT. ELLs in all content areas have been showing growth on their Common Core scores. Last year, 100% of senior ELLs passed all of their Regents, earned all of their credits, and graduated on time.
11. What new programs or improvements will be considered for the upcoming school year?
- Next year the same programs and procedures will be continued. If we have beginner students a SIOP class will be created. We are planning on increasing the amount of training on differentiation and common core writing in the coming year. When we know the required needs of our incoming students, we will plan adjustments to our ELL program.
12. What programs/services for ELLs will be discontinued and why?
- None.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have access to any and all school programs. They have access to all afterschool enrichment classes and Regents prep classes that are offered either during lunch or afterschool. The ESL teachers also offer optional enrichment classes during lunch and afterschool.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All classrooms have Smartboards enabling teachers to incorporate more visuals. There are three computer labs available for student use also. Each classroom is equipped with ESL dictionaries, language dictionaries, and native language glossaries when available. Students have accounts on Castle Learning and regularly complete assignments and Regents preparation online.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is not provided for ESL students. All instruction is given in English. Students are encouraged to maintain literacy skills in their L1 outside of school.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- As ELLs proceed to higher grades scaffolding is gradually removed as ELLs demonstrate growth. The 9th graders are given the most scaffolding and always have graphic organizers. They are given the most structure and guidance when explicitly teaching reading, writing, speaking and listening skills. In 10th grade, these supports are utilized slightly less if the students have demonstrated mastery of the skill or idea. In 12th grade, general education ELLs are given scaffolding upon request or after having demonstrated the need for it by struggling to complete the task.
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.
- We have a Summer Bridge program to help introduce all students to high school expectations and procedures. This happens the week before school begins and helps all students, including ELLs, enter school with a familiarity of the setting. Though we rarely have new ELLs enroll throughout the school year, the guidance department and the ESL department would work closely with those students to facilitate their transition and offer academic and/or emotional support services.
18. What language electives are offered to ELLs?
- All students are offered Spanish classes. French classes are offered periodically.
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)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - 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.

All teachers attend professional development sessions at the school including departmental meetings. Professional Development sessions are held the first Monday of the month, while development in the departmental meetings are held once a week per department (this includes the English, Science and Social Studies departments). Upcoming ESL PDs include: QTEL Training on 3/5/14. Additionally, on school-wide professional development days, all staff in all content areas receive professional development coordinated by our curriculum coach and external sources. At these professional development sessions teachers develop Common Core rubrics for our school that are directly aligned to the Common Core Learning Standards. ESL teachers provide professional development to the general education and SpEd teachers during these professional development sessions to ensure that everyone is receiving ELL training and develops an understanding of strategies and techniques to help ELLs in the general education classrooms and to help staff assist ELLs transition from middle school to high school. Records of these PDs are maintained by the ESL department, administration and curriculum coach. ESL teachers provide professional development to the guidance department to ensure that all proper procedures are followed when new students are being admitted so that any possible ELL will be brought to the attention of the ESL teachers who can proceed to evaluate whether or not they will receive services. Guidance is also taught how to assist ELLs as they transition. These sessions are held monthly.

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?

All ELL parents are notified of the ELL specific activities like the NYSESLAT and are notified of results. Our school partners with F.E.G.S. to provide any workshops or services desired by the ELL parents. ELL parents work directly with F.E.G.S. who evaluates the needs of parents. The Parent-Teacher Association also is an organization that ELL parents are encouraged to be join. In this organization they would have the opportunity to address needs and concerns of the parents, students, and the school. Open houses and after school elective celebrations offer ELL parents an opportunity to see the school and showcase the activities their children are taking part in. Other opportunities for parents to be involved in school include the School Leadership Team. All parents have the opportunity to avail themselves of the translation services offered by the DOE and by the bilingual members of the staff.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: Business of Sports Schoo

School DBN: 02M393

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Joshua Solomon	Principal		1/15/14
Rosa Choi	Assistant Principal		1/15/14
Annie Peralta-Leon	Parent Coordinator		1/15/14
Alexandria Ray Francis Daniel	ESL Teacher		1/15/14
Jimmie Kelleher	Parent		1/15/14
Sara Berger	Teacher/Subject Area		1/15/14
Sabrina Fouts	Teacher/Subject Area		1/15/14
Stephanie Aubry	Coach		1/15/14
	Coach		1/15/14
Kristin Luedemann	Guidance Counselor		1/15/14
Derek Jones	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: 02M393 School Name: Business of Sports School

Cluster: 01 Network: 561

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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