

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

**School Name:** THE URBAN ASSEMBLY SCHOOL FOR CAREERS IN SPORTS  
**DBN (i.e. 01M001):** 07x548  
**Principal:** JOHANNY GARCIA  
**Principal Email:** JGARCIA30@SCHOOLS.NYC.GOV  
**Superintendent:** ELAINE LINDSEY  
**Network Leader:** NANCY DIMAGGIO

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Johanny Garcia	*Principal or Designee	
Victoria Hausken	*UFT Chapter Leader or Designee	
Augusto Done	*PA/PTA President or Designated Co-President	
Steve De Jesus	DC 37 Representative, if applicable	
Crissangel Bueno, Nicole Vazquez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Jesus Rodriguez	Member/ Staff	
Lisa Vargas	Member/ Staff	
Naheen Bowen	Member/ Parent	
Lucia Coste	Member/ Parent	
Elizabeth Avilez	Member/ Parent	
Nicole Williams	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

#### **Annual Goal #1: Credit Accumulation**

By June 2015, top 2/3 of our students will improve their 10<sup>th</sup> grade credit accumulation from an average 71% of students earning 10+ credits each year to an average of 75% of students earning 10+ credits each year, and school's lowest third will improve their 10th grade credit accumulation from an average of 61% of students earning 10+ credits to 65% of students in the earning 10+ credits as measured by the ATS graduation tracker and STARS scholarship reports.

### Comprehensive Needs Assessment

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

- Presently, 71% of our 10<sup>th</sup> grade students are earning 10+ credits each year and 61% of students in the lowest third of our school are earning 10+ credits each year.
- As standards rise, we have a need for our teams to meet and re-visit our curriculums (9-12), to identify areas of improvement such as: classroom management, developing meaningful assessments, and lesson planning. As a result, the school has aligned its instructional expectations directly to the Charlotte Danielson Framework for Teaching Rubric (DFTR) keeping with the Quality Review Rubric Indicator 3.1 (Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community).

### Instructional Strategies/Activities

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

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

1. Administrative team will continue doing informal and formal observations using the DFTR.
2. The tenth grade team will adopt students who are struggling in class.
3. The tenth grade team will be looking at student work to identify trends and provided needed assistance.

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

1. Principal and assistant principals will be doing the observations.
2. Teachers' College Consultant assigned to humanities department to work on curriculum and pedagogy.
3. Teacher Assistants (12<sup>th</sup> Grade Students) assigned to 25 different classes, to support students and teachers

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

1. By the end of the school year, our teachers will move from developing to at least an effective rating on the Measures of Teacher Practice using DFTR Domains 2 and 3.
2. Marking period passing percentages will show improvements.
3. Teachers best practice presentations at school wide PDs.

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

1. September 2014 – June 2015

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

1. There will be weekly grade and departmental meetings. There will be bi-weekly instructional cabinet and whole staff meetings.\*  
\*There will be individual conferences with teachers linked to lessons observed, where the administrator and teacher debrief on strengths and areas for improvement, and align these areas back to the achievable goals toward increasing student learning, and degrees of knowledge, result in conversations about credit accumulation. Teacher teams will be looking at students' work to identify areas of needs then implement the support that is needed.

### Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- We will introduce the use of DFTR for teacher support and evaluation at one of our Parent Teacher Association meeting. We will continue to conduct workshops on this framework and our work around teacher effectiveness throughout the year.
  - We will continue to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.

- We will provide assistance to parents in understanding City, State and Federal standards and assessments;
- We will share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- We will communicate standards for student success to parents through the use of Engrade-Pro, our e-grading system so they can have constant access to their child's academic information.

***Budget and Resource Alignment***

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

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

## Goal and Action Plan #2

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

### Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

#### **Attendance**

By June 2015, all UA School for Careers in Sports staff will establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations that will result in an increase in the student attendance rate from 83% to 85% as measured by a NYCDOE Automate the Schools (ATS) monthly attendance report

### Comprehensive Needs Assessment

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

**Last year our attendance was 83%.** In 2012-2013, the school attendance was at 79%. The UA School for Careers in Sports (SCS) has shifted its thinking to communicate the high expectations that we as a school community shares responsibility with our parents and our students, in the full engagement of all community members to achieve a 'culture for learning that systematically communicates a unified set of high expectations for all students'.

### Instructional Strategies/Activities

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

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

1. Daily phone calls to parents/guardians based on attendance (attendance taken twice a day)
2. Attendance Teacher home visits – for any generated 407s from ATS
3. Attendance Office staff informs families immediately if a pattern of attendance is noticed (e.g. absence twice a week on the same consistent days)
4. Reward system for students who achieve a 90% and above and who achieve most improved attendance status (clear demonstration of attendance expectations; visual celebration for students who fit both categories)
5. Leadership communicates directly with teacher teams around students who are at risk; student interventions take place with leadership and teachers
6. RISA reports from ATS are used to determine how to use student mailings and notices designed to increase parental involvement at all levels (celebration for students with high attendance, interventions at school level for at risk students)

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

1. Lisa Vargas (Guidance Counselor) and Leyda Mattei (Secretary) are in charge of taking attendance and setting up School Messenger. Notices go out everyday
2. Pablo Pimentel and Audrey De Jesus (attendance teachers assigned to SCS conduct targeted home visits as needed)
3. School incentives will be utilized to improve student attendance.
4. Urban Dove, a Community Based Organization, serves as an incentive to students as they get to participate in after school functions and summer jobs.

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

1. Attain 85% attendance each month leading to an overall yearly attendance rate by June 2014
2. Attendance teachers, under the supervision of an AP, will concentrate on school's LTAs throughout first three months of school year. Phone calls, home visits and planning interviews.

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

1. September 2014 – June 2015

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

1. Weekly meetings between Attendance Team and leadership to establish weekly schedule of home visits
2. Regular and ongoing coordination with Pupil Accounting Secretary to analyze ATS reports, to best identify any new patterns of at-risk attendance issues
3. Cross-referencing in weekly teacher meetings of attendance finding across grades and communicated to grade team leaders

### Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- \*Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Letter distribution and School Messenger daily phone calls to update parents (including ELL parental community) of attendance at school;

- We will continue to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- All Parents have been provided with access to EngradePro (our school grading system) where aside from grades, they are also able to see their children's attendance.
- Translate all critical school documents and provide interpretation during meetings and events as needed;

***Budget and Resource Alignment***

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

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

### Goal and Action Plan #3

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

#### **Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By August 2015, all CSC staff will implement credit accrual and recovery strategies that will result in an increase in our school's graduation rate from 74% to 79% as measured by the NYCDOE School Quality Guide.

#### **Comprehensive Needs Assessment**

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

Two years ago our graduation rate was 69% and thanks to different approaches, last year we improved to 74%. Now, we have identified different strategies which have proven to be successful, we want to raise our graduation rate by another 5%.

#### **Instructional Strategies/Activities**

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

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

1. Individual and grade wide meetings with current 12<sup>th</sup> graders to discuss their academic status and what is needed for them to be successful.
2. Bi-weekly reports are sent to parents, keeping them inform of their children's performance, using EngradePro.
3. Twelfth-grade staff adopts students who are struggling or in danger of failing.
4. Students meet with Ms. Bremmer (Guidance Counselor) and Ms. Valdez (AP) to sign contracts indicating next steps needed to be successful

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

1. Administrative team and all twelve grade teachers supervise students' progress.
2. Administration meets with 12<sup>th</sup> grade team to help them strategize and put in place initiatives to support parents. Administration also provides feedback to faculty based on parental outreach.
3. All teachers are asked to keep a Google Doc account where they share their students' interventions with administration.
4. Urban Dove will support our students with mentoring, SAT Prep and tutoring at least twice a week after school.

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

1. We expect improvement in passing percentages from one marking period to the next one
2. Scaffolding for students who are not meeting the lesson objective is to be present and will be documented via observations

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

1. September 2014- June 2015

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

1. Students will be placed in prep classes as needed
2. An after school homework and study hall center will be created for 12<sup>th</sup> graders
3. Weekly team meetings focusing on students' need will occur

#### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- At our PTA meetings we have made presentations to the parents in attendance about what to expect during twelfth grade and on how to best support their children.
- Workshops on graduation requirements and financial aid will be held
- We have communicated with the parents of our students who are struggling and shared with them the steps we are taking to support them.

#### **Budget and Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
----------	-----------------	----------	-----------------	--	------------------	----------	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.



## Goal and Action Plan #4

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

### **Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

### **Budget and Resource Alignment**

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #5

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

### **Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

### **Budget and Resource Alignment**

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	*Reading *Writing *Push In *Pull Out *Regents Prep Classes	*Small groups	*During School Day *Before and After School *Saturday School
<b>Mathematics</b>	*Math skills *Word Problems *Problem Solving *Extra Class *Regents Prep Classes	*Small groups *Whole Class	*During School Day *Before and After School *Saturday School
<b>Science</b>	*Regents Prep Classes	*Small groups	*During School *Before and after school *Saturday School
<b>Social Studies</b>	* Regents Prep Classes	*Small groups	*During School *Before and after school *Saturday School
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	*Individual Guidance Group Guidance	*Individual *Small Groups *Whole Class *Grade Level Assemblies	*During School Day *Before and After School

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• During our job fair and employment searches, we will seek highly qualified teachers. After conducting a needs assessment of school staffing, we will set aside funds for staff members to continue their professional training in order to become highly qualified.</li> <li>• During our job fair and employment searches, we will seek highly qualified teachers, who work well in teacher teams. Our interviewing process will require candidates to show evidence of their participation in effective teams.</li> <li>•</li> </ul>

**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).
Current staff receive on-going professional development each week to become highly qualified and to improve both content knowledge and learn best practices. All teachers work with the Children's First Network 202 (CFN 202) and leadership to improve their teaching. CSC implements a peer-to-peer system in order to have teachers learn best practices, particularly between the highly qualified and those who are less experienced.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We follow the DOE guidelines for best practices on integration and implementation of Title I School Wide Programs (SWP) funds throughout the school. The allocation of funds are fully aligned to our curricula, providing supplemental funds in supporting our goals for academic year 2014-15.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
At the SCS, our teachers participate in the school decision-making process via representation on the School Leadership Team (SLT) and on the school cabinet. The teachers are heavily involved in establishing uniformity across the school departments.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

---

## **Parent Involvement Policy (PIP)**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing electronic access to their children grades to keep them inform of their performance (ENGRADEPRO), as well as three mandated phone calls from their children's advisors every semester.

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

## **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 1<sup>st</sup> 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 and 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 their child's education;
- providing information related to school and parent programs, meetings and other activities which will be 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;
- seek extra help offered by teachers in –class and before/after school hours;
- check Engrade-Pro on a regular basis;
- become an active member of my community;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**DBN: 07X548**

### **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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes

of each program whose funds are consolidated<sup>2</sup>. **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	\$460,525.23	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,595,363.00	X	See action plan

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

# 2013-14 Comprehensive Education Plan (CEP)

## Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: UA School Careers in Sports	DBN: 07X548
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: <u>33</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The Title III funds for the Urban Assembly School for Careers in Sports has identified a growing ELL student population, and has implemented both a Principal's Academy (Saturday School) and focused PM school programs (afterschool programs) to improve literacy, reading and writing skills for ELL students across all subject areas. In this programs, our ESL teacher (DeForest Westry) teams up with an ELA and Social Study teacher to better support and help develop the literacy skills of our ELLs.

For grades 9-12, the school is using literacy, reading and writing skills by holding afterschool programs Tuesday through Thursday, 2:50 pm - 3:50 pm. The Principal's Academy is held on Saturdays, from 9 am to 12 noon. In this afterschool program, our teachers (ESL, ELA, Social Studies) work closely with the ELL population to ensure that they are learning the development skills needed to improve their ELA skills. The teachers will work closely with the ELL students in small groups in the selected subject areas. The teachers use informational texts, bilingual dictionaries, and educational software material, in addition to other instructional materials. This will allow high academic impact with all groups of ELL students (beginners, intermediate and advanced students). As materials in the classroom, these will be used in the Title III program which is taught English. ESL teacher will co-teach with an ELA teacher in the After School Program and with a Social Studies teacher in the Saturday Academy. The Program starts February 9th and finishes on June 15th.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

The ESL teacher (DeForest Westry), the Spanish Foreign Language department and the ELA department meet once per week, on Fridays between 2:18 pm - 3:18 pm. These cross-functional meetings are intended for full collaborative academic and instructional planning, to discuss how best practices can be shared between the targeted departments that provide instruction to the ELL/Immigrant students.

The ESL Teacher within this meeting will provide professional development on ESL topics on the

### Part C: Professional Development

specified dates below to all teachers of ELLs:

The whole staff meets twice per month on Mondays, 3:30 pm - 4:30 pm. The schedule for the Spring Term is as follows:

February 10th---ESL Teacher: Integrating ESL Strategies to Common Core Aligned Units.

March 3rd---ESL Teacher: Looking at first marking periods grades (as per Engrade) and go over strategies to make sure ELLs are successful.

April 7th---ESL Teacher: Meeting ELLs where they are, creating realistic standards and goals for our ELLs.

May 5th---ESL Teachers: Creating cultural relevant and sensitive curriculum to support and engage our ELLs.

The ESL teacher will also attend professional development with OELL: Secondary Literacy Professional Development Institute: Quality Teaching for ELLs (QTEL) With Common Core in Mind, February 12 and 13, 2014; 8:30 a.m. – 3:00 p.m.

The ESL/ELA/Spanish Foreign Language departments will begin a new initiative around professional development to all teachers/departments, to share out common findings and best practices that can be implemented for the ELL students around best instructional practices for language acquisition and integration of the CCLS curriculum with our ELL population.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Parents of English Language Learners will be supporting their ESL children through a series of workshops provided by our Parent Coordinator and our ESL teacher. There will be three ESL specific workshops through out the rest of the semester. These will be the topics:

-Resources for ELL in the city-----March 12th

-How to get our ELL and Immigrant students ready for state standards-----April 9th

-Managing Financial Aid - on how to pay for college-----May 14th

Time: 6:00 - 7:30 PM

Parents will be notified by letters, flyers and mass calls.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 <b>07</b>	Borough <b>Bronx</b>	School Number <b>548</b>
School Name <b>UA School for Careers in Sports</b>		

### 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 <b>Johnany Garcia</b>	Assistant Principal <b>James Reynolds</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Deforest Westry</b>	Guidance Counselor <b>Paula Pryce-Bremmer</b>
Teacher/Subject Area <b>Daniela Carrillo/English</b>	Parent <b>Mayra Lozada</b>
Teacher/Subject Area <b>Katherine Pena/Spanish</b>	Parent Coordinator <b>Leyda Mattei</b>
Related Service Provider <b>Jennifer Elliott</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>576</b>	Total number of ELLs	<b>32</b>	ELLs as share of total student population (%)	<b>5.56%</b>
--	------------	----------------------	-----------	---	--------------

# 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Discrete ESL class										7	3	8	1	19
Push-In										8		2	3	13
<b>Total</b>	0	0	0	0	0	0	0	0	0	15	3	10	4	32

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	20
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	16

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	10		4	6		3	16		13	32

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		
<b>Total</b>	<b>10</b>	<b>0</b>	<b>4</b>	<b>6</b>	<b>0</b>	<b>3</b>	<b>16</b>	<b>0</b>	<b>13</b>	<b>32</b>
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
<b>TOTAL</b>	<b>0</b>													

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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										8	12	6	5	31
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic													1	1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>8</b>	<b>12</b>	<b>6</b>	<b>6</b>	<b>32</b>								

## 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)										2	0			2
Intermediate(I)										1	1	5	4	11
Advanced (A)										3	7	1		11
Total	<b>0</b>	<b>6</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>24</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	7		3	
Integrated Algebra	23		16	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	23		12	
Physics				
Global History and Geography	13		4	
US History and Government	7		4	
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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.  
Teachers have their own in-house assessments to determine the proficiency level of each one of our students. As a school, we are also able to see where they are at through assessments such as the Acuity Exam, Grade Leaps, Ed. Performance, Wilson and DRP.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

According to these results, it seems like the reading and writing components of the exam are the toughest sections for students. Eleven students scored at the beginning level, while seven scored at the intermediate level. Paste response to question here:

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
Knowing the sections students are struggling with is a good thing because this allows the teacher to focus on these particular areas of the test hopefully leading to an improvement in students' scores.
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. Eight of our ELLs are incoming 9th graders who have not taken any previous regents. By looking at the assessment data above, it seems that the Global regents is the toughest test to pass for these particular students. All of them have been given the test in both English and Spanish, but they have all elected to do it in English.

  - b. We have not offer the ELL Periodic Assesment to our student, but will do so.
  - c. NA
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?  
Our ESL program will be a success when our students are able to pass all their classes, State Exames and are able to communicate effectively in the English language.
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?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
DRP scores, Grade Leaps, Ed. Performance, Acuity Exams

## 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](#).)
  1. Those students who may possibly be ELLs are given a Home Language Identification Survey and are required (if new to the school system) to take the LAB-R exam. If students are indeed ELLs, they are placed into the appropriate ESL classes and each year are required to take the NYSESLAT to see if they have mastered the English Language. The person responsible for conducting the screening, administering the HLIS, the LAB-R and the formal initial assessment is our certified ESL teacher, Mr. Deforest Westry.
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.  
At the beginning of the semester in September we have orientation sessions for the parents of newly enrolled/identified ELL students. At this orientation we explained all three program choices to all parents in attendance. All parents are given the opportunity to watch a video explaining all program choices. We also do mailings in Spanish and English and go over all the items

discussed in the meeting.

3. 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 [\[see tool kit\]](#).)
  3. At the beginning of each school year we host a meeting with the family of all our English Language Learners. At that meeting we make sure to distribute all entitlement letters, Parent Survey and Program Selection. Parents are given the opportunity to fill out the surveys on the spot. Parents' selections are placed in students' folders and inside the ESL coordinator folder located in the main office.
4. 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.
  4. Meetings are held with parents to notify them that their child needs ESL services (we are not a bilingual school). It is explained to them that every ELL needs to take a mandated amount of minutes of ESL instruction. They are also notified that their child will be tested during the spring semester to find out if they are to come out of ESL classes. After getting the NYSESLAT results, the ESL coordinator sends home a letter stating if the student is to continue receiving the services or tested out of ESL.
5. 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.
  5. For some reason we do not get a larger number of ELLs, but the ones we get are interested in our ESL program. We have a school of 576 students and only 32 are ELLs.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*
  6. Our program is aligned with parents' requests. As we have previously stated in question number five, our school is real small and the current program we are offering is ESL because of parents choice. This information is given to parents at the parent orientations held every time a new ELL is placed into our school.

## Part 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])?

1. a. Instruction is delivered in a self-contained environment, meaning that all ELLs (only ELLs) report to an ESL class every single day.
- b. The ESL class is a heterogeneous. ESL teacher is aware of their proficiency levels and is able to address their needs.

2. 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)?

2. All our ELLs receive a fifty minutes ESL class per day. That 250 minutes per week is offered in addition to 180 minutes of ELA instruction to serve those students with an advance proficiency level. Beginners and intermediate students received all that plus Push-In instruction. Our ESL teacher goes into their English and Social Studies classes and provides extra support. On top of these services, all students are also encouraged to attend out after school program where they can benefit from more services.

3. 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.

3. Content areas are delivered in the English language. Our ESL meets with the rest of the staff members and provides them with updates in terms of each of our ELLs. The ESL teacher also co-plans with his colleagues in order to differentiate the ELL's instruction. 1-7 here

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

4. We ordered standardized test in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Paste response to question here:

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).

6. a. We currently do not have any Sife. If in the future we end up having some Sife, our school will provide all the resources necessary to make sure that their needs are met. Resources such as individual tutoring, buddy system, before and after school programs, differentiated instruction and proficiency level software will be made available to all students.

b. In our school we will accommodate newcomers. We are a school who currently offer ESL classes based on parents' choice. All our ELLs will benefit from tutoring, a buddy system, before and after school programs, differentiated instruction and softwares.

c. All of our students who have been receiving ESL for 4 to six years are provided with the services needed. We use in-school assessments as well as the NYSESLAT results to identify the area they need help with. Once we know their weaknesses, it is easier for everyone to help them out. All these students are scheduled into an ESL class and in some of their cases, our ESL teacher goes and serves as a co-teacher in some of their main courses.

d. Our Long-Term ELLs will receive all services mentioned above, plus different academic interventions. This population tends to drop out of school and that is why counseling and constant dialogues with students, their family and teachers will be taking place.

e. Whenever we get a student who is both, Special Ed. and ELL, we make sure to look into the IEPs and see if the classifications are correct. If the classification is correct, the Special Education teacher is always present at all meetings.

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?

7. Mr. Westry uses Spanish-English dictionaries, books on tape, the use of common sight words and different interactives websites that focuses on language adquisition.

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?

8. ESL and SWD students receive Push-In intructions as well as individualized instruction while following an inclusion model. Many of our staff are bilingual and are able to provide additional classroom support. Additional periods of ESL support above and beyond traditional classroom instruction.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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.
9. Every teacher in our school is aware of the fact that they need to work with our ESL teacher to modify the instruction given to our ELLs. As stated before, our ESL teacher goes into main subject classes (English, Social Studies, Math and Science) and provides support to our ELLs population. Those students also receive support from bilingual classmates. The classroom teachers identified hard working bilingual students and sat them next to our ELLs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our students are provided with the support needed for them to be successful. Our ELL teacher does not only work with them one on one in an inside a stand alone ELL class, but also inside their regular classes. Both students and core subject teachers notice the improvement of the work submitted. More of our ELL students are being successful in their state regents.
11. What new programs or improvements will be considered for the upcoming school year?
11. No new program or improvements are being considered for the upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
12. No program will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. Our ELL population is invited (mailings, orientations, etc) to participate in every single one of the programs offered during and after school hours. We have organized team sports, internships, community service, after school tutoring as well as after school and Saturday school classes among many other programs. All of our students, without any exception, is able to benefit from these programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. Some of the instructional materials used in the ESL class are:
- |   |                    |
|---|--------------------|
| Hit the Ground Running: Exploring Idioms in English | Options Publishing |
| Comprehensive Reading Assessment                    | Options Publishing |
| Finding the Main Idea                               | McDonald           |
| Practical Grammar Activities                        | McDonald           |
| Building Vocabulary                                 | McDonald           |
| Study Skills: Book A&B                              | McDonald           |
| Visions: Language, Literature, Content              | Thomson-Heinle     |
| Reading Skills                                      | Instructional Fair |
| Language Practice                                   | Steck Vaughn       |
| Comprehension: Skills                               | Steck Vaughn       |
- All of our classrooms are equipped with smart boards which can be used for interactive lessons. Every teacher has access to laptops and desktops for students' use. Our ESL teacher also meets with the main subject teachers and provide them with material relevant to their classes which they can provide to our ESL population.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. All of our students are required to one year of a foreign language. In our school that foreign language is Spanish. All of our ELLs take Spanish classes and are able to further develop their native language. They also benefit from the fact that more than half of our staff members speak Spanish.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
16. Yes, all teachers look at the proficiency level, age and grade of each student and based on that determine the services and support needed.

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.
- 17. All of our ELL's and their families are invited to come into an open house (late August) where services and support systems are explained to all of them. This allows those students the opportunity to meet their teachers before hand.**
18. What language electives are offered to ELLs?
- 18 . We do not offer any language elective, but we do offer a one year of Spanish.**
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - 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.

1. Over the course of the school year 201-2013, our English, ESL and NLA teachers, will conduct a series of 4 workshops focusing on how staff can adapt their methodology to best meet the needs of ELL students.

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

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

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

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

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

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

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

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

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

## 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: <u>UA Careers in Sports</u>		School DBN: <u>07x548</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Johanny Garcia	Principal		11/10/13
James Reynolds	Assistant Principal		11/10/13
Leyda Mattei	Parent Coordinator		11/10/13
Deforest Westry	ESL Teacher		11/10/13
Mayra Lozada	Parent		11/10/13
Daniela Carrillo	Teacher/Subject Area		11/10/13
Katherine Torres	Teacher/Subject Area		11/10/13
	Coach		1/1/01
	Coach		1/1/01
Paula Bremmer	Guidance Counselor		11/10/13
	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: 07x548 School Name: UA School for Careers in Sports

Cluster: 1 Network: 105

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

### **Part A: Needs Assessment Findings**

---

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

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

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

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

## Part B: Strategies and Activities

---

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

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

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

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

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

The school will send a mailing out to all parents in June 2013 and September 2013 informing them of the Chancellor's regulation and the rights that it provides them. The Parent Coordinator will address the regulation at the first two PTA meetings in the fall 2013. We feel that, in practice, we have been providing the services required by the Chancellor from the beginning, but we will work harder to ensure that all parents and guardians are aware that these services exist within our school.