

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M393

School Name:

BUSINESS OF SPORTS SCHOOL

Principal:

JOSHUA SOLOMON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Business of Sports School School Number (DBN): 02M393
Grades Served: 9-12
School Address: 439 W. 49th Street, New York, NY 10019
Phone Number: 212-246-2813 Fax: 212-246-2913
School Contact Person: Rinah Fernandez Email Address: rfernandez10@schools.nyc.gov
Principal: Joshua Solomon
UFT Chapter Leader: Sara Berger
Parents' Association President: Fabia Nunez
SLT Chairperson: Rinah Fernandez/ Elizabeth Nunez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Elizabeth Nunez
Student Representative(s): Edwin Bernardez
Laniris Pena

District Information

District: High Schools Superintendent: Donald Conyers
Superintendent's Office Address: 335 Adams Street, Room 504, Brooklyn NY 11201
Superintendent's Email Address: DConyer@schools.nyc.gov
Phone Number: 212-923-5124 Fax: 718-923-5145

Borough Field Support Center (BFSC)

BFSC: Affinity Schools Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201
Director's Email Address: AAnorma@schools.nyc.gov
Phone Number: 718-935-5618 Fax: 718-935-5941

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Frances Medina	Member/ Parent	
Lizette Rodriguez	Member/ Parent	
	Member/	
Melissa Castillo	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

The original concept of BOSS was inspired by the Mayoral Task Force on Career & Technical Education (CTE), which called for new, creative ways to prepare students for the careers of 21st Century. A planning team of teachers, administrators, sports industry professionals, and representatives from New Visions, ESPN The Magazine, and FECS designed and proposed the BOSS concept during Fall 2008 and the official announcement by the New York City Department of Education in February 2009 was covered by media and sports blogs around the country.

BOSS is a limited unscreened public high school. Students who attend information sessions receive admissions priority, and students are admitted on a lottery basis without regard to background or academic record. From its second year on, BOSS has received approximately 1,400 applications for each of its entering classes of 108 students.

Unique Features of BOSS

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

Partnerships

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

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

Our Mission

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

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

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

Partnerships

Henry Street Settlement: HSS plays a critical role at BOSS, working to develop and implement programming that supports full student engagement in the BOSS mission and community — including the after-school enrichment program — and providing key social supports and connections for students and their families.

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

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

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

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

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

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

Areas of Growth and Focus

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

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

The school focuses intensely on student attendance, acting as a citywide "Model School" for addressing chronically absent students. The focus has been on continuing to reduce absences and lateness. Students come from all five boroughs, and all travel by subway from 30 to 120 min. to come to school each day. Although BOSS's attendance of

84.5% was under the median for citywide high schools, new strategies have been implemented to not only raise the attendance rate above the citywide average, but also increase punctuality to school and class.

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

Similarly, BOSS has implemented peer mentoring through **Peer Group Connections (PGC)** to teach leadership courses to select groups of older students, who in turn educate and support younger students. The goal is to help 12th graders enable and inspire 9th graders to become engaged leaders who positively influence their peers. Once per week, pairs of 12th grade peer leaders meet with groups of freshmen in outreach sessions designed to strengthen relationships among students across grades. The peer leaders are simultaneously enrolled in a daily, for-credit, year-long leadership course taught by school faculty during regular school hours.

Finally, BOSS has worked with CollegeBound Initiative to increase our college acceptances and enrollments. We joined the Advanced Placement Expansion Initiative and have increased the number of AP courses and exams offered. We also focus on increasing average exam scores and passing rates in Regents, which will in turn increase our Regents completion and "college readiness" rates. In efforts to increase the quality and quantity of college acceptances, BOSS integrated a CollegeSpring SAT preparation program into the school day, increasing the participation and rigor of the former after school program. SAT scores last year, averaged 1154 (381 per section) but are expected to rise due to the increased preparation.

02M393 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10, 11,12	Total Enrollment	447	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	7	# Integrated Collaborative Teaching	36
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	1	# Drama	N/A
# Foreign Language	5	# Dance	1	# CTE	16
School Composition (2013-14)					
% Title I Population	72.7%	% Attendance Rate		84.3%	
% Free Lunch	63.3%	% Reduced Lunch		1.9%	
% Limited English Proficient	6.0%	% Students with Disabilities		22.6%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American		38.8%	
% Hispanic or Latino	55.7%	% Asian or Native Hawaiian/Pacific Islander		1.9%	
% White	2.1%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.34	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		4.78	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	66.0%	Mathematics Performance at levels 3 & 4		60.4%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	70.5%	% of 2nd year students who earned 10+ credits		70.2%	
% of 3rd year students who earned 10+ credits	70.6%	4 Year Graduation Rate		66.0%	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Strengths:

- According to our Quality Review 2014-15, BOSS was deemed Well Developed in Quality Indicator 1.1 Curriculum. An analysis of our Common Core aligned work and best practices highlighted Socratic Seminar, and Common Core Argument based writing. The report noted that our initiatives impacted our staff's ability to create curriculum that promotes college and career readiness for all students, including ELLs and special needs students.
- Similarly, the Quality Review 2014-15, rated BOSS Well Developed in Quality Indicator 2.2 Assessment. This was based on findings citing our use of ongoing progress monitoring including interim assessments, data analysis using the Leverage Leadership protocol, and the development of instructional action plans.
- The report also indicated that the grade teams, comprised of grade advisors, meet to review attendance and credit accumulation data and plan advisory periods and community-building events to support instructional culture.
- Our College Spring program embeds SAT preparation courses within the 11th grade students daily curriculum and promotes ongoing tracking of student performance through monthly diagnostic exams.
- Our partnership with College Now through John Jay University provide opportunities for students to take college level courses and gain exposure to the rigors of college level coursework.
- Our partnership with the CUNY LINCT to Success program provides additional support for student's college readiness as they prepare students to pass the CUNY admissions exams.
- Our focus on Common Core standards significantly impacted our ELA performance; 61% of Students passed English Regents in January 2015 and an additional 65% passed in June 2015.

Needs:

- Student performance data lags behind our expectations in the areas of college readiness and Regents pass rates.
- According to an analysis from College Bound Initiative (CBI), SAT scores for 2014-15, averaged 1154 (384, 381, and 380 in Math, Critical Reading, and Writing, respectively).
- CUNY At Home in College data for 2014-15, averaged 35, 25, 67, and 51 in Math 1, Math 2, Reading, and Writing, respectively.
- 38% of students passed an industry-recognized CTE technical assessment according to 2014-15 NOCTI results.
- Our June 2015 Regents data indicates that Global History, Geometry and Earth Science remain an instructional focus.
- 2013-2014 Progress Report rating indicates the percentage of students accumulating 10+ credits every year decreased from 72.4% in 9th grade, to 60% of students in 2nd year, and 68.8% in 3rd year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will increase the percentage of students passing Regents exams in each core subject (70%) and increase our College Readiness index to 25%. We will analyze our June 2016 Regents scores and our College Readiness Index from the School Quality Report in 2016 and compare our growth to our 2015 Regents and School Quality Report data.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Continue to implement schedule of Interim Assessments in every subject to mirror Regents exams in November, January, and May. Students will have a simulated testing environment and will become cognizant of the content and stamina required to pass the assessments. Staff will have actionable data to monitor ongoing student progress and instructional strategies.	All students	November 2015, January 2016, May, 2016	Administration, Classroom teachers
Implement data analysis cycles following the "Leveraged Leadership" data analysis protocol to develop "Leverage Leadership" action plans for each course after each assessment. Teachers will specifically Identify target standards/skills for re-teaching and “cusp” or “at risk” students who need additional intervention.	All students	November 2015, January 2016, May 2016	Administration Classroom teachers, Professional Development Committee
Implement CollegeSpring curriculum to incorporate SAT preparation daily for 11 th graders, during Advisory. Incorporate professional development on Castle Learning and how to track student performance for all grades.	11th grade teachers; All teachers	September 2015-June 2016	11th grade Advisors, Administration All teachers
Begin Regents preparation tutorials in September and embed tutoring throughout the school day and Saturday Academy. Increase outreach to parents regarding tutoring programs and graduation requirements through SLT subcommittees. Our	All core content area teachers;	September 2015-June 2016	SLT subcommittee, Parent Coordinator,

Parent Coordinator will continue to host workshops on instructional support for families and increase individual outreach to families for at risk students.	All learning specialists		Administrators
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> ● Academic Intervention Services and Regents Prep classes after school (\$20,000 Title I SWP) ● Tutoring and office hours embedded throughout the school day. (FSF) ● Summer and ongoing professional development focused on writing curriculum that focuses on item analysis of Regents and alignment to Common Core (FSF) ● Use Datacation/Pupil Path system to keep parents/guardians informed of student progress online (\$6,500, NYSTL) ● Castle Learning online Regents preparation (\$1,500, FSF) 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
<p><u>Mid-point benchmark:</u></p> <ul style="list-style-type: none"> ● January 2016: increase of 35% of students receiving passing rates on Interim Assessments (mock Regents) ● May 2016: increase of 35% of students receiving passing rates on Interim Assessments (mock Regents) ● February 2016: increase of 10% of students meeting College Readiness indicators ● June 2016: increase of 15% of students meeting College Readiness indicators <p><u>November/December 2015-</u> 1st cycle of data analysis using Leverage Leadership protocols</p> <ul style="list-style-type: none"> ● Establish targets for courses: % for passing rates and priority standards/skills ● Provide feedback on teacher action plans and list of cusp and at risk students ● Review outreach and participation in tutoring and AIS programs <p><u>January 2016-</u> data analysis of end term assessments</p> <ul style="list-style-type: none"> ● Review progress made towards targets for courses: % for passing rates and priority standards/skills ● Provide feedback on teacher action plans and progress of cusp and at risk students ● Review outreach and participation in tutoring and AIS programs <p><u>May 2016-</u> data analysis on final mock assessments</p> <ul style="list-style-type: none"> ● Review progress made towards targets for courses: % for passing rates and priority standards/skills ● Provide feedback on teacher action plans and progress of cusp and at risk students 										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Based on the School Quality Snapshot the attendance for school year 2014-15 was 85.03%. By providing a more supportive environment students will be more eager to come to school and thus increase attendance and academic achievement.

Strengths:

- Current lateness and attendance tracking policies have led to a decrease in daily lateness by approximately 30 students.
- After an analysis of attendance data, Success Mentors have been assigned to all students with less than 90% attendance. All staff are required to participate in the program and provide ongoing outreach and support for those students. Incentives through numerous grants are provided to students who have made the greatest increases in attendance.
- Support from our Henry Street partnership has provided 1-1 social work interns for at risk students as well as monthly incentives for students meeting attendance benchmarks.
- Ongoing support from our guidance department has increased the number of overage and under-credited students (LTAs) who have been able to transition to alternative schools and obtain high school graduation credentials.

Implementation of CAASS system to track period attendance for 2015-2016 has increased our ability to track student's period attendance accurately and identify time frames of concern.

Areas of need:

- Our current data from Superintendent Conyers' 9/30/15 attendance report indicated that we rank 19th out of 45 schools with an attendance rate of 88.10%.

Additional outreach is needed for our Black and Latino males who comprise the majority of BOSS' current Long Term Absences and who are also "over-age and under credited" students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will increase our school's attendance to 88%. We will analyze data from CAASS and 2015-16 Attendance Summit reports to determine if we have met our goal.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Incentives funded through AIDP grant for students for perfect and improved attendance and punctuality. Awards for Improved Attendance in each class, along with academic awards in each class.	All students	September 2015-June 2016	Principal, guidance team, CBO, parent coordinator
Weekly Attendance Summit that includes tracking of students with high or increasing number of absences and lateness and coordination of attendance strategies, using data dashboard created by New Visions	All students	November 2015- June 2016	Henry Street -CBO, teachers, guidance
Success Mentors to work with chronically absent students, meet with them on a regular basis and call home when not in school; Home visits	All students	September 2015-June 2016	Success Mentors; admin and guidance dept.
Annual Parent Summit that invites external CBO's and organizations to Parent-Teacher Nights to act as a resource for parents; New incentives for 12 th grade students: including internship program and outside lunch.	12th graders; all students	September 2015-June 2016	Parent Coordinator ; Guidance and college counselor; 12 th grade chairperson

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Automated call out (School Messenger) system (\$800 FSF)
- Datacatation/Pupil Path (\$6,500, through NYSTL)
- Attendance Teacher – one day a month (\$13,000, through New Visions)
- Prizes for attendance awardees (OTPS and work with Henry Street Settlement. (AIDP-Grant of \$15,000)
- Displays for perfect and improved attendance (FSF)
- Out-of-school time elective program (\$97,000 DYCD)
- Weekly bulletin emailed to all parents

- Frequently updated website news and announcements
- Parent Summit and Parent Association

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

January 2016- evaluate attendance figures and make adjustments to activities and strategies if figure is below the 90%.

Weekly ongoing data analysis by attendance committee will review accuracy and proficiency of attendance tracking. Monthly review of data by attendance committee will identify: a) students meeting benchmarks b) Success Mentor interactions and attendance data for the mentees; c) impact of incentives d) academic progress of LTA students

March -April 2016 - evaluate attendance figures and make adjustments to activities and strategies if figure is below the 90%.

Monthly review of data by attendance committee will identify: a) students meeting benchmarks b) Success Mentor interactions and attendance data for the mentees; c) impact of incentives d) academic progress of LTA students

June 2016- evaluate attendance data and reflect on the strengths and areas of growth for the initiatives. Create adjustments to plan necessary for September 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Strengths:

- According to our 2014-15 Quality Review, our curricula are informed by the Danielson Framework for Teaching and the Common Core instructional shifts, leading teachers to consistently provide multiple entry points into the curricula so that all learners, including ELLs and students with disabilities, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products.
- Similarly, the report found that the majority of our teachers are engaged in structured, inquiry-based professional collaborations that promote the achievement of school goals and the implementation of Common Core Learning Standards. It also indicated that teacher teams consistently analyze assessment data and student work for students they share and on whom they are focused. The inquiry work teachers are engaged in results in progress toward goals for groups of students, while also strengthening the instructional capacity of teachers.
- The 2014-15 Quality Review evaluator also found that all teachers participate in department and grade team meetings each week. The five department teams are comprised of both content teachers and special needs teachers. The departments meet during Monday professional development time and implement protocols to review curriculum and assessments, look at student work, and review student performance data. The five department chairs are trained in meeting facilitation, data analysis, and protocols. In each meeting, teachers follow a data analysis or norming protocol.
- According to the report, all teachers meet with at least one of the administrators at the beginning of each year to set annual goals. The report also provided evidence that "[t]eachers are aware that we are delving deeper into Danielson Domain 3: using discussion and questioning, and student engagement and using data." These are the school leverage points for this year - actively focusing feedback specifically around next steps." In these areas the school partners with their instructional coach who provides additional support.
- 2013-2014 NYC School Survey indicated that 64% of teachers report greater collaboration with school staff.
- 2013-2014 NYC School Survey indicated that 77% of teachers reported that they were observed more frequently and 70% stated that they received more actionable feedback on their performance; 70% of teachers also reported that they had a better understanding of performance expectations.

Areas of need:

- Data from the 2014-2015 ADVANCE MOTP Dashboard indicate that the components of Danielson Domain 3: Instruction are a priority for teacher performance. Teacher ratings in components (3b) Questioning and Discussion and (3c) Engaging Students in Learning correlate with student achievement data.

- Our 2014-15 Quality Review report indicated that while there was evidence of students engaging in high order questioning, in many classes teachers were still developing their skills to elicit this thinking in students.
- The 2014-15 Quality Review report also indicated that “special education teachers work to scaffold down the high order questioning to make it accessible to all students - they are still getting to the big question and may have to go down in incremental steps - when we look at our data it is one of the challenges that our students may have in the interim assessment- looking at the big question.”

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, ongoing teacher collaboration and professional development on (3b) Questioning/Discussion and (3c) Student Engagement and (3d) Using assessment in instruction, will result in a 45% increase of Effective ratings in Domain 3, as measured through the Advance portal. Increased teacher performance in these areas will further promote student engagement with rigorous content.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teacher led Professional Development sessions to model best practices in questioning/discussion, engagement and assessment. Implement GOOGLE doc teacher surveys so teachers can identify priority areas of need and strengths. Recruit teacher presenters based on survey and observation data.	All teachers	September 2015-June 2016	Professional Development Committee
Teacher peer inter-visitations and debrief sessions; Teachers volunteer to host visitors highlighting best practices in instructional focus areas. Peer visitors complete BOSS Inter-visitation form and debrief with host teachers.	All teachers	September 2015-June 2016	Professional Development Committee
Ongoing opportunities to collaborate at Department meetings to run the following protocols: Danielson/UDL lesson study;	All teachers	September 2015-June 2016	Professional Development committee,

data analysis from assessments using Leverage Leadership Action Plan tools; quality of student work protocols			Department Chairs, Administration
Weekly co-planning time to support differentiation of instruction, UDL planning, vocabulary development and scaffolded levels of questioning (Webb's DOK) to address needs of ELLs, and Special Education students.	All teachers	September 2015-June 2016	Administration, General Education, Special Education, and ESL Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> ● Bi-weekly department inquiry meetings (during professional development time) ● Accountable talk/ Think Share/Exchange protocol, Depth of Knowledge/Questioning professional development, (FSF) ● Summer and year-long Professional Development on Common Core Learning Standards (Title I) ● Literacy Coach and Math Coach focused on CCLS-aligned curriculum (Title I, FSF) ● Professional Development Committee - weekly meetings ● Data Analysis professional development - ongoing ● Shared rubric for Core Curriculum-aligned tasks (September through June, Literacy coach) ● Teacher team meetings to share curriculum and look at student work (September through June, grade meetings) ● Weekly professional development meetings (September through June, facilitated by Principal, Assistant Principal, and Literacy Coach) ● Classroom informal and formal observations (October through June, by Principal, Assistant Principal and Co) ● Weekly Department, Grade Team, or Inquiry Team Meetings to share best practices among teachers; look at student work, and share learning from anchor text (September through June). ● Teacher inter-visitations and debriefs - ongoing Curriculum Mapping (September through June, faculty) 											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p><u>Mid-point benchmarks:</u></p> <p><u>January 2016:</u> 10% increase in evidence of Effective instructional practices for Domain 3</p> <p><u>April 2016:</u> additional 15% increase in evidence of Effective instructional practices for Domain 3</p> <p><u>June 2016:</u> additional 15% increase in evidence of Effective instructional practices for Domain 3</p> <p><u>January 2016- February 2016:</u> Check in meetings with administrators and teaching staff to review progress towards professional goals, and observation feedback ratings prior to Formal Observations</p> <p><u>January 2016:</u> Professional Development committee will review next steps for PD plan based on evidence of teacher practice and teacher surveys</p>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Strengths

- According to findings in our Quality Review 2014-15 Indicator 1.2 Pedagogy, ongoing and systematic teacher team collaborations across four departments has led to increases in Common Core-aligned work and in common best practices and school-wide instructional consistency. Teachers work together to create shared Common Core-aligned rubrics.
- The report also indicated that co-planning between general education, special education and ESL teachers has resulted in instructional scaffolds and small group instruction that ensures all students have access to rigorous curriculum.
- Our Quality Review 2014-15 also indicated that classrooms across the school were implementing the following best practices: including “Think, Talk, Exchange”, “Claim, Evidence, Reasoning” paragraphs, and evidence-based constructed responses. Other strategies included: Marzano’s 6-Step Process for Teaching Academic Vocabulary, close reading text annotation with targeted “stop and thinks”, text-based dependent questions, and graphic organizers. According to the report BOSS uses evidence-gathering station activities focused on essential questions and on students generating Level 3 questions.
- The ADVANCE Completion Report on June 2, 2015 indicated that we placed #2 in completed observations in the New Visions network, with a completion rate of 115% for the 2014-2015 SY.

Areas of need:

- Our 2014-15 Quality Review report indicated that while there was evidence of students engaging in high order questioning, in many classes teachers were still developing their skills to elicit this thinking in students. It was noted that “special education teachers work to scaffold down the high order questioning to make it accessible to all students - they are still getting to the big question and may have to go down in incremental steps - when we look at our data it is one of the challenges that our students may have in the interim assessment- looking at the big question.”
- As a result, Indicator 1.2 Pedagogy was listed as an “Area of Focus” although we received a “Proficient” rating.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the

identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will implement shared vision of instructional best practices to foster rigorous student engagement including Common Core units; Socratic Seminars; small group discussion protocols and implement the new Common Core Research Writing initiative and revised instructional expectations in History and English Dept. Evidence of these practices will be observed through weekly observations and our 2015-16 Quality Review findings.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Continue to provide feedback on fall and spring Common Core papers through department wide quality of student work reviews utilizing BOSS Common Core Argument Writing Rubric. Continue to provide ongoing feedback on fall and spring Common Core units and curriculum during weekly post observation conferences as relevant.</p>	<p>All teachers</p>	<p>Ongoing Fall 2015; Spring 2016</p>	<p>Instructional coach, Administrators</p>
<p>Continue to provide planning support and feedback on fall and spring Socratic Seminars. Add Socratic Seminars to Observation calendar for all administrators. Review student performance data on Socratic Seminar using BOSS Speaking and Listening rubric during post observation conferences.</p>	<p>All teachers</p>	<p>Ongoing Fall 2015; Spring 2016</p>	<p>Instructional coach, Administrators, All teachers</p>
<p>Provide ongoing one-one coaching and professional development sessions to foster daily text based discussions on: small group discussion protocols; short constructed responses; station based learning; establishing criteria for student engagement and high quality work.</p> <p>Provide ongoing support and observational feedback to learning specialists on how to support ELLs and special needs students through differentiated planning, scaffolded questioning, graphic organizers and Marzano academic vocabulary techniques.</p>	<p>All teachers</p>	<p>Ongoing Fall 2015; Spring 2016</p>	<p>Instructional coach, Administrators, All teachers</p>
<p>Monitor implementation of practices through on -going teacher feedback on instructional practice: weekly cycle of informal observations and post observation meetings; Instructional Walkthroughs conducted by Critical Friends Group.</p>	<p>All teachers</p>	<p>Ongoing Fall 2015; Spring 2016</p>	<p>Instructional coach, Administrators,</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Leadership Development Facilitator (New Visions)
 - Google Docs tracking of observation calendar and teacher goals (FSF)
 - Use of Advance software (DOE)
- Professional Development through New Visions, Advanced Placement Expansion Initiative (APEX), and other organizations (New Visions, APEX)
Advanced Placement Expansion Initiative (APEX) grant

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

February 2016 (Mid Point) benchmark:

- 80% of all teachers will demonstrate evidence of fall Common Core units and fall Socratic seminar
- 75% of teachers will demonstrate evidence of small group discussion protocols; short constructed responses; station based learning; establishing criteria for student engagement and high quality work (measured through teacher observations)

Ongoing- Leadership team meetings to review ADVANCE MOTP Observation data (monthly September 2015-June 2016)

December 2015: Mock quality review feedback from Network leadership

January 2016: ADVANCE Observation report data review at Administrator weekly meeting

March 2016: ADVANCE Observation report data review at Administrator weekly meeting

May 2016: Spring Common Core and Socratic seminar data review by Leadership team

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

In order to prepare students for the work force, it is felt that students need to undertake internships in the senior year, in lower grade students should be mentored to help set goals for the future. The development of business and entrepreneurship skills provide greater opportunities for college and professional success.

Strengths:

- According to our 2014-15 Quality Review, our students leverage numerous partnerships in the sports and business world and teachers give students multiple opportunities to create real-world products and to present their ideas for feedback from authentic audiences in business settings. These experiences continuously challenge students to develop sophisticated work products while also advancing communication and presentation skills. Many of our 11th and 12th grade students have won business plan writing and presentation competitions hosted by authentic institutions including Ernst & Young and Morgan Stanley, and several students have received investor funding for their new ventures.
- Our established mentorship program with i-Mentor provides students with mentors in the professional world beginning in 9th grade and continuing on to graduation.
- BOSS Peer Group Connections program is in its second year of implementation, providing mentorship opportunities between 9th and 12th grade students through student facilitated workshops and activities during the 9th grade advisory period.
- Ongoing partnerships with Big Brother and Big Sister leverage on-going relationships with professionals and athletes.
- 11th grade students participate in a two year mentorship program with Morgan Stanley to develop professional skills such as interview techniques, public speaking, and resume writing.
- Our 2013-14 school survey indicated that 89% of students feel that there is an adult keeping them on track.
- BOSS has received New York State CTE certification for our CTE program which is necessary for students to receive a CTE endorsement and Advanced Regents Diplomas for graduation.

Areas of need:

- Continue to develop internship opportunities for students through work based learning.

- Strategies to ensure participation of 90% of students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 90% of all students will have a professional mentor or job shadowing experience as evident through ongoing participation in one of our programs.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Peer Group Connections program: every 9th grade student is in an Advisory class led by a 12th grade Peer Leader. Peer Leaders meet four days per week for mentoring training.	9th & 12th Grade	September 2015-June 2016	Teachers/Counselors who are training student Peer Leaders
iMentor program: matches every 9th and 10th grade student with a Mentor, with weekly emails and monthly meet in-person meetings	9th and 10th Grade	September 2015-June 2016	On-site iMentor staff, Social worker
PENCIL Morgan Stanley Program: 11th and 12th grades students are mentored and receive job training from Morgan Stanley executives monthly	11th and 12th Grade	September 2015-June 2016	CTE Department
Business Management & Entrepreneurship Internship Program and New Senior Internship series: Students conduct Career & Technical Education internship (150 hours) supervised and evaluated by the certified Work-based Learning (WBL) Coordinator	12th Grade	September 2015-June 2016	CTE Department, Work-based learning (WBL) Coordinator; Senior advisory

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-point benchmark:

February 2016 75% of all students will be involved in a mentoring or job shadowing experience; have attended a summer planning opportunities event.

June 2016 15% of additional students will be matched for job-shadowing opportunities during the summer

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> ● Assessment scores ● Nomination by subject teacher ● Individual Education Plans (IEPs) ● Parent/student request 	<ul style="list-style-type: none"> ● Differentiated lessons ● Aligning lesson to UDL protocol ● Incorporating common core standards into lesson plans 	<ul style="list-style-type: none"> ● Small Group ● Use of teacher push in to classes ● One-to-one tutoring 	<ul style="list-style-type: none"> ● After school tutorial ● Pull-out services throughout the school day ● Saturday Academy
Mathematics	<ul style="list-style-type: none"> ● Assessment scores ● Nomination by subject teacher ● Individual Education Plans (IEPs) ● Parent/student request 	<ul style="list-style-type: none"> ● Differentiated lessons ● Aligning lesson to UDL protocol ● Incorporating common core standards into lesson plans 	<ul style="list-style-type: none"> ● Small Group ● Use of teacher push in to classes ● One-to-one tutoring 	<ul style="list-style-type: none"> ● After school tutorial ● Pull-out services throughout the school day ● Saturday Academy
Science	<ul style="list-style-type: none"> ● Assessment scores ● Nomination by subject teacher ● Individual Education Plans (IEPs) ● Parent/student request 	<ul style="list-style-type: none"> ● Differentiated lessons ● Aligning lesson to UDL protocol ● Incorporating common core standards into lesson plans 	<ul style="list-style-type: none"> ● Small Group ● Use of teacher push in to classes ● One-to-one tutoring 	<ul style="list-style-type: none"> ● After school tutorial ● Pull-out services throughout the school day ● Saturday Academy
Social Studies	<ul style="list-style-type: none"> ● Assessment scores 	<ul style="list-style-type: none"> ● Differentiated lessons 	<ul style="list-style-type: none"> ● Small Group ● Use of teacher 	<ul style="list-style-type: none"> ● After school tutorial

	<ul style="list-style-type: none"> ● Nomination by subject teacher ● Individual Education Plans (IEPs) ● Parent/student request 	<ul style="list-style-type: none"> ● Aligning lesson to UDL protocol ● Incorporating common core standards into lesson plans 	<p>push in to classes</p> <ul style="list-style-type: none"> ● One-to-one tutoring 	<ul style="list-style-type: none"> ● Pull-out services throughout the school day ● Saturday Academy
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> ● Assessment scores ● Nomination by subject teacher ● Individual Education Plans (IEPs) ● Parent/student request 	<p>Counseling support</p>	<ul style="list-style-type: none"> ● Small Group ● One-to-one 	<ul style="list-style-type: none"> ● After school tutorial ● Pull-out services throughout the school day ● Saturday Academy

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Networking with partner universities and organizations, such as The New Teacher Project (TNTP) and the National Foundation of the Teaching of Entrepreneurship (NFTE) • Professional development on topics identified by self-assessment surveys and school leadership observations • Outreach through school website and teacher fairs • Use of Curriculum Coach to incorporate common core standards into curriculum • New Visions PD made available to faculty • Bi-weekly Department Meetings • Bi-weekly grade team meetings • Planning time with co-teachers • Use of walkthroughs and observations to help faculty

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Networking with partner universities and organizations, such as The New Teacher Project (TNTP) and the National Foundation of the Teaching of Entrepreneurship (NFTE) • Professional development on topics identified by self-assessment surveys and school leadership observations • Outreach through school website and teacher fairs • Use of Curriculum Coach to incorporate common core standards into curriculum • New Visions PD made available to faculty • Bi-weekly Department Meetings • Bi-weekly grade team meetings • Planning time with co-teachers • Use of walkthroughs and observations to help faculty

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)

Title I Part A (Basic)	Federal	237,894.00	x	11, 14, 16, 19, 22
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,320,050.00	x	11, 14, 16, 19, 22

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

Business of Sports 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 on assessments.

I. School Responsibilities:

Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal Joshua Solomon	Assistant Principal Rosa Choi
Coach Stephanie Aubrey	Coach type here
ENL (English as a New Language)/Bilingual Teacher Alexandria Ray, Francis Daniel	School Counselor Margarita Fermin
Teacher/Subject Area Sara Berger/ELA	Parent Fabia Nunez
Teacher/Subject Area Sabrina Fouts/Spanish/ENL	Parent Coordinator Annie Leon
Related-Service Provider Steve Young	Borough Field Support Center Staff Member Maria Broughton
Superintendent Donald Conyers	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	470	Total number of ELLs	29	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	13
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	14	Long-Term (ELLs receiving service 7 or more years)	12

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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL							12	2	13	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New 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										15	6	5		0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French												1		0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1		1		0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										1				0
Emerging (Low Intermediate)										2	1			0
Transitioning (High Intermediate)										4	2	3		0
Expanding (Advanced)										7	4	4		0
Commanding (Proficient)										1				0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													1	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total												4	5	0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	5	0	4	0
Integrated Algebra/CC Algebra	14			
Geometry/CC Algebra	7			
Algebra 2/Trigonometry	7			
Math _____				
Chemistry	0		0	
Earth Science	7			
Living Environment	14			
Physics	0			

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	7			
Geography				
US History and Government	7			
LOTE	8			
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Our school assesses ELL literacy skills using the WRAP Kit as well as baseline Common Core assignments in each different core subject. Each ELL is also given the Gates McGintie Reading test. We use the data to program additional reading support using the Wilson methodology if necessary. The insights provided by this data help the ESL and content area departments determine whether or not the ELLs would benefit most from push-in or pull-out ESL services. We also collaborate with the SpEd department to assess SpELLs and develop targeted strategies in order to attempt to address and meet the IEP goals. The data from the teacher-created assessments, baseline assessments and tests mentioned above are used to determine areas in need of improvement in the free-standing ENL classes for the En and Em level ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 We had two students take the NYSITELL last year. One of those students moved back to his home country two months after entering our school. The other student transferred to a private school. The scores on the NYSESLAT indicate that the majority of our students are long-term ELLs with high advanced or proficient levels in speaking and listening. Their reading and writing levels vary but are usually lower than their speaking and listening levels. We have a high number of SpELLs in the 9th, 10th and 11th grades whose SpEd disabilities may be interfering with their language acquisition and/or their ability to score higher on the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Based on the AMAO 2 and the data from 2014-2015, 100% of the 2016 cohort of ELLs attained English Language proficiency. Of the 2017 cohort, 30% of the ELLs attained English Language proficiency. Only one of our 2017 cohort of five SpELLs attained proficiency though, indicating that the ENL and Special Education departments should work collaboratively to develop strategies to target and overcome both the disabilities of the students as well as their language acquisition through co-planning and ICT classes. None of our 2018 cohort attained English Language proficiency suggesting that these students require more targeted instruction in the reading/writing modalities. Our students have overall higher scores on the speaking and listening portions. These students will receive small group writing and reading workshops. ESL teachers will also provide scaffolding and pre-reading/pre-

writing activities to help ESL students improve their skills in these modalities. ENL students also receive scaffolding and help with outlining for Common Core assignments.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 - a. There is a high number of SpELL students in 9th grade, 10th and 11th grades who have low scores in reading and writing. As with 9th graders, all ELLs in 10th grade and 11th grade have stronger scores in Listening and Speaking. Only a small percentage of these students are simultaneously bilingual in Spanish and English. Therefore the majority of ELLs who speak Spanish decline to take Regents in Spanish. There are approximately four ELLs who use both the Spanish and English copies of the Regents but they use the Spanish copy as a reference and complete all of their essays in English. As we do not have a dual language or bilingual program ELLs do not take classroom tests in their home language though they are always given access to bilingual dictionaries and subject specific glossaries.
 - b. The school leadership team and the teachers use the result of periodic assessments to target struggling ELLs to identify areas of concern that require explicit instruction.
 - c. Native language instruction is never used as we only have an ESL program and do not have any bilingual or dual language programs. Consequently, the students do not receive instruction in their home language.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?

As a school with a freestanding ENL program, we do not offer instruction in languages other than English. We offer a Spanish language class which students take their freshman year to fulfil their language credit requirements. In this class students learn about the history and geography of Spanish-speaking countries and are exposed to the rich and vastly different Spanish-speaking cultures. Furthermore, ESL students' second language development is considered when the following strategies are employed by ESL teachers: All ELLs across all academic disciplines have access to ELL dictionaries and bilingual dictionaries, student generated content vocabulary dictionaries, use of realia and visuals to help ELLs access prior knowledge in their native language and transfer it to English, small homogenous group instruction with ELLs encouraged to help each other respond in their native languages, fostering confidence and content area mastery that can then be demonstrated in whole group heterogeneous settings, differentiation of content to ensure struggling ELLs receive scaffolding, Academic Intervention Services offered to give struggling ELLs extra access to the ESL teachers for help in student-identified areas across curriculums. Our school also is transitioning to paperless classrooms across subjects, allowing ELL students access to computers in most classes and use of tools like Google Read&Write which offers translations, dictionaries, read-alouds of text and native language support. Additionally, all teachers attend school PDs on developing ELL literacy through vocabulary development and reading strategies. In conjunction with these strategies, the focus of our school's LPN is literacy.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We do not have enough ELL students to receive a determination of Annual Yearly Progress from New York State, but we believe that we are successfully meeting the needs of our ELLs compared to other comparable schools to meet Common Core and College Readiness standards. In our last City Progress Report, we received extra credit for our four-year weighted diploma rate of 235%, versus our peer schools.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

For incoming freshmen, the guidance counselors and any of the licensed ESL teachers (Alexandria Ray, Francis Daniel) review the NYSESLAT data for incoming students at the beginning of the year to appropriately program the students and ensure they receive the mandated ENL hours.

If a student is new to the country the HLIS is administered by one of the licensed ESL teachers mentioned above and the bilingual guidance counselor if it is determined, after an informal interview in the language preferred by the family, that the family speaks a language other than English at home. Translation services are used whenever necessary to conduct these interviews in languages not spoken by our staff. Languages spoken by bilingual staff members include: Spanish, French, German, Haitian Kreyol, and Arabic. If the student has not been in a NYS public school for two or more continuous years than they are also eligible to go through the ELL identification process again. If it is determined by the HLIS is a language other than English than the ESL teacher administers the NYSITELL to the student to determine ELL status. Students identified as speaking Spanish as their primary language are administered the NYSITELL and Spanish LAB which is administered by the dual certified ENL/Spanish teacher, Sabrina Fouts. These tests are administered within the first ten days of the student's first attend date. Parents are sent entitlement letters within five days of receiving the results of the NYSITELL. Parents and students over the age of eighteen may request a re-identification process/review of their ENL status within 45 days of enrollment.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Within 30 days of enrollment new ELLs are administered the SIFE questionnaire by one of the licensed ENL teachers to determine SIFE status. If incoming students speak the home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish then they take the Literacy Evaluation for Newcomer SIFE. To date, our school has not received any newcomers who would be categorized as SIFE.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

Our school has formed a language proficiency team (LPT) consisting of the following members: One or both of the licensed ESL teachers (Alexandria Ray, Francis Daniel), director of Special Education (Rinah Fernandez), department chair of special education (Maxine Townsend), and the student's parent or guardian. When parents speak languages other than those represented by staff in our school, interpretation services provided by the DOE are utilized. This team then determines if the student has language acquisition needs and should take the NYSITELL. There is a 20 day window during which the recommendation of the LPT can either be accepted or rejected by the parent or guardian but we attempt to finish this process within five days of the meeting and/or receiving the results of the NYSITELL to ensure that the student receives ELL service placement in a timely fashion.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The licensed ENL teachers (Alexandria Ray, Francis Daniel) sends parent notification letters to the parents the day after the NYSITELL is scanned and the score is determined. Letters are sent in the language indicated as preferred by the parent or guardians. Copies of parent ELL notifications and letters are kept in the students' cumulative folders.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide](#), [Re-Identification of ELL Status](#) section).

Parents and students over the age of eighteen are notified of their right to appeal within 45 days with the entitlement letter of ELL status notification sent home by the licensed ENL teachers (Alexandria Ray, Francis Daniel) in the preferred language of the parent or guardian. Copies of parent ELL notifications and letters are kept in the students' cumulative folders.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The guidance counselor and the certified ENL teacher (Alexandria Ray, Francis Daniel) notify parents of their child's eligibility for ELL services and provide information about all program selection through parent orientations in the preferred languages of the parents. Interpretation services are utilized when necessary. Parents are shown the Parent Orientation video in the language of their choice and receive information on Common Core Learning Standards, assessments and school expectations for ELLs. Parents are then given the Parent Survey and Program Selection Form in their preferred language and are asked to return the completed and signed form within five business days.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

If the parent does not return the form within the specified time, the student is placed in the default program of ENL because our school does not offer bilingual or dual language programs. If the Program Selection Form is not returned, the guidance counselor and the certified ENL teachers will call the parents and document all outreach as anecdotes on Skedula/Pupil Path, using interpretation services, if necessary. If the Program Selection Form is returned the certified ENL teacher will enter the selection in the ELPC screen even if that choice is not available at our school. All documents are retained in the student's cumulative file. If the parent chooses the ENL program, the students will be immediately programmed by the guidance department. If the parent chooses TBE or Dual

Language, which are not available at our school, the guidance department and the certified ENL teacher will notify the parent that the selection is not available in our school allow the parent to choose from the following two options: 1) Keep the student enrolled in the school in the ENL program or 2) Transfer the student to a different school (through the Division of English Language Learners and Student Support) where the parent's selection is available. A list of parental requests for programs other than ENL are maintained by the ENL teacher and shared with the guidance department. To date our school has never had more than 20 ELLs in a single grade.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
If the parent does not return the form within the specified time, the student is placed in the default program of ENL because our school does not offer bilingual or dual language programs. If the Program Selection Form is not returned, the guidance counselor and the certified ENL teachers will call the parents and document all outreach as anecdotes on Skedula/Pupil Path, using interpretation services, if necessary.
9. Describe how your school ensures that placement parent notification letters are distributed.
The certified ENL teachers (Alexandria Ray, Francis Daniel) sends out parent notification letters one or two days after placement has been confirmed by the NYSITELL. These letters are sent in the parent's preferred language and are kept on file in the student's cumulative file.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All parent correspondence on relating to ELLs is retained in the student's cumulative file. All parent outreach via telephone is recorded in the anecdotal section of Skedula/Pupil Path.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
All parents are notified by mail, email and phone calls of the date and importance of all sections of the NYSESLAT. If students are absent the day the test is being administered, parents are called and make-up sessions are scheduled within the mandated testing window. The RLAT report is used to determine student eligibility to take the NYSESLAT. All NYSESLAT testing is conducted by licensed ENL teachers (Alexandria Ray, Francis Daniel) who have been trained to administer the test. Last year 100% of our ELLs took all four sections of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The EFL teachers (Alexandria Ray, Francis Daniel) sends continued entitlement and transitional support parent notification letters. These letters are sent in the parent's preferred language.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
The overwhelming trend in program choice by parents is for Freestanding ESL instruction. In the past six years we have only had two newcomers who took the Lab-R or NYSITELL and were determined to be eligible for services. Parents of both students chose freestanding ENL. The ENL teacher maintains a list of parent choices which is also shared with the guidance department. As of yet, we are nowhere near the required number of 20 ELLs in each grade who speak the same L1. However, if we meet that number our administration understands that we must begin a bilingual program, as per the Aspira Consent Decree.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

ELLs are grouped heterogeneously and cohorted together in their grade. ELL schedules are blocked together in core classes. All ELLs receive integrated instruction according to the number of mandated hours. However, Entering students also receive the mandated 180 minutes of standalone ENL and Emerging students receive 90 minutes of standalone ENL, as per CR Part 154.2.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The ENL department, in conjunction with the school programmers, establish the proficiency levels of each student before classes begin in September using the scores found on the RLAT. When levels are determined, the ENL department notifies the programmers which students require which number of mandated ENL hours and the programmer creates their schedules accordingly. Therefore the ENL teachers are guaranteed to deliver at least the minimum number of mandated ENL hours for every ELL. Entering ELLs receive a minimum 540 minutes of ENL, 180 of which are in standalone ENL. Entering level students receive a minimum of 360 minutes of ENL, 90 of which are in standalone ENL. Transitioning students receive a minimum of 180 minutes of ENL. Expanding students receive a minimum of 180 minutes of ENL. Commanding students receive a minimum of 90 minutes of ENL.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

As we have a push-in/pull-out ENL model, the ENL teacher collaborates with the content area teacher to ensure that ENL modifications are being used in all classes. The content area and ENL teachers provide instruction only in English but ensure that content is comprehensible to foster language development and meet the demands of Common Core Learning Standards by introducing scaffolds, eliciting prior knowledge, providing graphic organizers, using realia, providing small group pull-out instruction, etc. to provide students with the support necessary to grasp the content material and successfully complete Common Core tasks. We do not have TBE or Dual language programs. Native language support is offered through the use of bilingual dictionaries, bilingual glossaries, and students of the same L1 grouped together to aid each other in their L1. When possible teachers who speak the same L1 either teach the ELLs or are available for tutoring before or after school.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs are evaluated in English throughout the year in their classes and by taking the NYSESLAT. As we do not have a TBE or Dual Language program there is no formal evaluation in the student's home language throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our school tracks data across all core subjects of student performance on Common Core Reading/Writing tasks as well as on Common Core Speaking/Listening tasks. We are able to determine whether or not ELL student growth is evident in all four modalities based on data analysis. Aside from baseline testing in the beginning of the year, Socratic seminars and Common Core essays are given at least once per semester in each class.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. Students with interrupted formal education (SIFE) have either a teacher who speaks the native language or a certified ENL teacher help them develop higher levels of their English skills, academic and organizational skills, and native language skills, where possible. These students follow a push-in/pull-out ESL model. Their teachers are notified as to who their SIFE students are, so that they can plan accordingly. SIFE students also receive standalone ENL until they receive a score of Transitioning on the NYSESLAT and therefore have their SIFE status removed.
 - b. Students in US schools less than three years receive intensive ESL support, which includes optional lunchtime and afterschool study skills courses and preparation for all high school Regents exams to simultaneously help them improve their proficiency levels in English and complete the coursework in their core content areas. In addition, the materials for their other courses are modified so that they can complete the same works as their native speaking classmates.

- c. For ELLs receiving service from 4-6 years the areas in which they struggle have been identified and they receive tailored instruction to raise their understanding. Like the newcomer ELLs, the materials for their other courses are modified to their level so that they can complete the same works as their native speaking classmates.
- d. The long-term ELLs receive the same services and support as the other ELLs, but in addition, like the newcomers, they are receiving extra support in the form of optional lunch-time tutoring and AIS. Furthermore, they are being evaluated to see if there is a learning disability that has affected their ability to adequately learn English.
- e. Former ELLs are still tracked by the ENL department and have the option of attending the same optional lunchtime or afterschool enrichment classes. They are also given all ENL accommodations on all tests and Regents exams. Furthermore, for up to two years after exiting ELL status these students receive a minimum of 90 minutes of integrated ENL/ELA or other content area instruction.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Parents, teachers, or students over the age of 18 have the right to appeal within 45 days after the ELL is placed in the ENL program. The student then undergoes the ELL identification process again with the exception of taking the NYSITELL. The re-identification process is completed within ten business days. Between 6-12 months from the date of the re-identification process, the principal, Dr. Solomon, must review the re-identification process decision. Dr. Solomon will consult with the certified ENL teachers (Alexandria Ray, Francis Daniel), the content teachers, the parent or guardian and the student to determine whether or not the student's progress has been adversely affected by the determination. If the group decides that the student has been adversely affected Dr. Solomon provides additional support services to the student and may reverse the determination after having consulted with the superintendent. Final decision notifications are mailed to the parent or guardian in the parent's preferred language and all documents are retained in the student's cumulative file.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers of ELL-SWDs use team-teaching strategies, such as parallel grouping, guided reading, graphic organizers, native language glossaries and modified curriculum to ensure access to all academic content and complete long-term language learning goals. All ELLs have access to computers or laptops in the classroom. The entire history department and many other departments use Google Classroom and differentiated texts for the ELLs and SWDs. Students in history are assigned grade appropriate and leveled texts provided by the New Visions curriculum. ELLs and SWDs then have the opportunity to use Google Read&Write tools to decipher and understand text. These tools include: definitions in English, a bilingual translator, picture dictionaries, read alouds of the text, embedded photos and videos. Many departments also use Educannon and Edpuzzle to incorporate visuals and aural reinforcement of information.

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

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

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

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

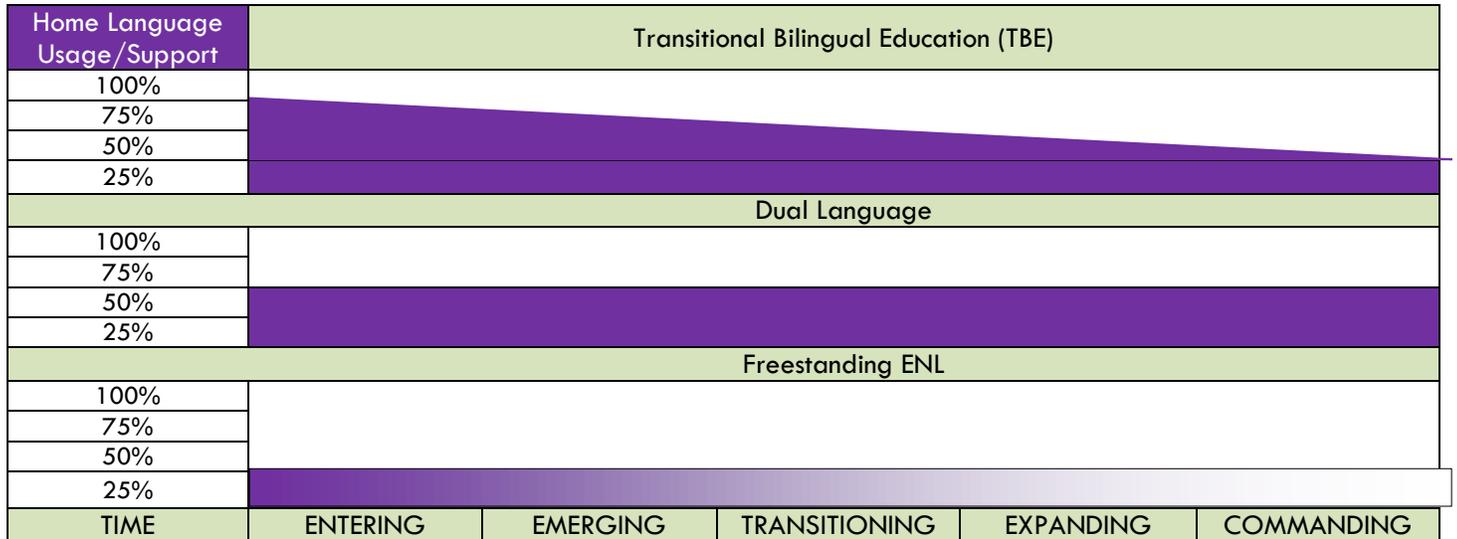


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
In math and ELA we have grouped our ELL students in homogenous groups based on past NYSESLAT test results and data collected from their teachers. In math, data is collected by EdPuzzle and Educannon in real time. Entering and Emerging ELLs and SWDs are then given enrichment assignments in their stand alone ENL classes and/or in SETTs classes. In ELA students have access to modified texts, graphic novels, books on tape, graphic organizers, etc. In addition to pull-out and push-in groups facilitated by the licensed ENL teacher, targeted Academic Intervention Services (AIS) in the content area are available to ELLs for support. AIS services are provided in English during optional lunch periods and optional after-school sessions by the content-area teacher and/or the licensed ENL teacher. Each content teacher also offers AIS services on designated days. Since we do not offer TBE or Dual Language programs, there is not native language instruction though native languages are supported through ELL access to bilingual dictionaries, glossaries, etc. Additionally, struggling ELLs and SWDs are placed in a reading intervention group where methods like Wilson are used to enhance decoding and fluency.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Each year we have had at least five percent of our ELLs receive a grade of Proficiency on their NYSESLAT. Last year 100% of our juniors were promoted to the next grade, 95% of our sophomores were promoted to the next grade, and 80% of our freshmen were promoted to the next grade. ELLs in all content areas have been showing growth on their Common Core scores according to the school-wide tracking spreadsheet collecting all Common Core data. This data is then used to inform instruction for students struggling with either reading, writing, speaking or listening in ELA, science, math, and social studies.
12. What new programs or improvements will be considered for the upcoming school year?
Next year the same programs and procedures will be continued. If we have beginner students a SIOP class will be created. We are planning on increasing the amount of training on differentiation and common core writing in the coming year. When we know the required needs of our incoming students, we will plan adjustments to our ELL program.
13. What programs/services for ELLs will be discontinued and why?
None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs have access to any and all school programs including after-school electives through our partner, Henry Street Settlement. 100% of the ELLs are programmed to take an elective of their choice each semester. ELLs also have access to participating in JROTC. ELLs and their families are informed of these opportunities during Accepted Students Nights, Summer Bridge, Back to School Night, and parent conferences. All parental outreach is conducted in the parent's preferred language. All 9th grade ELLs also participate in the Peer Health Exchange program and Peer Group Connections. Underclassmen also all participate in iMentor. ELLs have access to all afterschool enrichment classes and Regents prep classes that are offered either during lunch or afterschool. The ENL teachers also offer optional enrichment classes during lunch and afterschool. ELL participation in school programs is extremely high and ELLs are given the same opportunities for enrichment as all students.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
All classrooms have Smartboards enabling teachers to incorporate more visuals. There are four computer labs available for student use also. Each classroom is equipped with ESL dictionaries, language dictionaries, and native language glossaries when available. Students have accounts on Castle Learning and regularly complete assignments and Regents preparation online. Many classes are using Google Classroom as well which includes the Read&Write literacy tool. This tool is helpful for both ELLs and ELL-SWDs because it offers bilingual translations, definitions in English, picture dictionaries, vocabulary list creation, read aloud support and annotation tools. Google classrooms are utilized across contents and grades.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is not provided for ENL students. All instruction is given in English. Students are encouraged to maintain literacy skills in their L1 outside of school. Spanish speaking students are also given the opportunity to take Spanish class at our school.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
As ELLs proceed to higher grades scaffolding is gradually removed as ELLs demonstrate growth. The 9th graders are given the most scaffolding and always have graphic organizers. They are given the most structure and guidance when explicitly teaching reading, writing, speaking and listening skills. In 10th grade, these supports are utilized slightly less if the students have demonstrated mastery of the skill or idea. In 12th grade, general education ELLs are given scaffolding upon request or after having demonstrated the need for it by struggling to complete the task. The school also utilizes curriculums provided and approved by our network, New Visions, which provide grade appropriate resources and supports.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We have a Summer Bridge program to help introduce all students to high school expectations and procedures. This happens the week before school begins and helps all students, including ELLs, enter school with a familiarity of the setting. Though we rarely have new ELLs enroll throughout the school year, the guidance department (Margarita Fermin, Janae Wright, Anne Linder) and the ENL department (Alexandria Ray, Francis Daniel) would work closely with those students to facilitate their transition and offer academic and/or emotional support services.

19. What language electives are offered to ELLs?

All students are offered Spanish classes. French classes are offered periodically.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

All teachers attend professional development sessions at the school including departmental meetings on every extended-time Monday and Tuesday of the school year. Professional Development sessions are held the first Monday of the month, while development in the departmental meetings are held once a week per department (this includes the English, Science and Social Studies departments). Additionally, on school-wide professional development days, all staff in all content areas receive professional development coordinated by our curriculum coach (Stephanie Aubry) and external sources. At these professional development sessions teachers develop Common Core rubrics for our school that are directly aligned to the Common Core Learning Standards. ENL teachers provide professional development to the general education and SpEd teachers during these professional development sessions to ensure that everyone is receiving ELL training and develops an understanding of strategies and techniques to help ELLs in the general education classrooms and to help staff assist ELLs transition from middle school to high school. Records of these PDs are maintained by the ENL department, administration and curriculum coach. ENL teachers provide professional development to the guidance department to ensure that all proper procedures are followed when new students are being admitted so that any possible ELL will be brought to the attention of the ENL teachers who can proceed with the evaluation process already outlined in this document. Guidance counselors (Margarita Fermin, Janae Wright, Anne Linder) are also taught how to assist ELLs as they transition. School secretary (Peggy Alexander) and parent coordinator (Annie Leon) also receive training in ELL student interaction.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

All teachers of ELLs are eligible to attend DOE and New Vision external professional developments in addition to the PDs specified in the previous question. These PDs focus on building ELL literacy. Techniques learned in the PDs are then brought back to the school, shared among the ENL department and, if applicable, the rest of the staff through in-house PDs, and are used to improve ELL engagement 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?

The ENL department hosts yearly PDs for teachers without ENL training. The PDs offer strategies and techniques to best address ELL difficulties and alert teachers to the struggles of ELLs. Guidance receives PDs informing them of the changes brought about by NYS CR Part 154 to ensure that all ELL rights are being upheld.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The instructional coach maintains a binder of the agendas and attendance sheets for all professional developments and ensures that all teachers meet the professional development requirements. These PDs include instruction best practices for co-teaching and teaching ELLs, language acquisition, content instruction for ELLs with vocabulary support, etc.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

IEP meetings are held in accordance with the guidelines on each student's IEP. There are several Special Education Teachers who are bilingual and are available to translate. External interpretation services provided by the DOE are also utilized to interact with parents whose languages are not spoken by members of our staff. Our school has a full time bilingual psychologist as well. All documentation is maintained on SESIS.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents are contacted by the ENL department to invite them to all parent events including the four parent teacher conferences and ELL parent meetings throughout the year with translation services available from the DOE or from bilingual staff. We have parent workshops (understanding ENL, computer literacy for bilingual parents), a bilingual parent coordinator, An nie Leon, who acts as a liason between parents and the school, facilitates workshops, coordinates parent events, translate and interpret for Spanish speaking parents, assit the parent teacher association and SLT, work with attendance committee, arrange awards and celebratory activities and holiday celebrations for families and parents. The parent association is involved in raising money for the senior dues through potlucks and bake sales. Parents are also invited to attend all school field trips and all school events.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? CBI offers college workshops and senior dinners for parents of ELLs to inform them of the process of college applications, financial aid, and scholarship application. Henry Street Settlement holds a celebratory potluck event for parents to view the accomplishments of their children. During parent conferences, many outside organizations present information to parents about community related services.
5. How do you evaluate the needs of the parents?
The school utilizes the DOE school survey and the parent-teacher association to evaluate the needs of the parents. Parent outreach is conducted by all teachers and documented on Skedula/Pupil Path. All outreach is conducted in the preferred language of the parent and interpretation services provided by the DOE are used if staff are not available to translate. Many of our needs assessments are based on referrals from guidance and administration.
6. How do your parental involvement activities address the needs of the parents?
In addition to workshops helping families understand ENL and computer literacy for bilingual parents, our school holds a parent resource fair to provide access to community organizations like Lower East Side Family Union, Prime America, Ryan Chelsea Clinton Community Health Center, Seamens Society for Children and Families, and Henry Street Settlement. During parent teacher meetings, all documents are translated into the preferred language of the parents and interpreters are present at meetings.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

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

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joshua Solomon	Principal		10/1/15
Rosa Choi	Assistant Principal		10/1/15
Annie Leon	Parent Coordinator		10/1/15
Alexandria Ray	ENL/Bilingual Teacher		10/1/15
Fabia Nunez	Parent		10/1/15
Sabrina Fouts	Teacher/Subject Area		10/1/15
	Teacher/Subject Area		
Stephanie Aubry	Coach		10/1/15
	Coach		
Margarita Fermin	School Counselor		10/1/15
Donald Conyers	Superintendent		10/1/15
Maria Broughton	Borough Field Support Center Staff Member _____		10/1/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 02M393 **School Name: Business of Sports School**
Superintendent: Donald Conyers

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Our school disseminates a weekly school bulletin in both English and Spanish, school handbook (the first week of September), parent-teacher conference announcements before each conference (refer to dates in the next question), after-school program information at the beginning of the year, NYSESLAT and Regents testing dates before the tests (mailed the last week of April). In cases when our school does not have translated copies of parent letters we utilize the Translation and Interpretation Unit.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent-teacher conferences (October 19-20, 2015 and March 10-11, 2016) and curriculum nights (September 30, 2015).

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

School-wide communications for parents will be sent to the DOE translation unit to be translated into the major home languages needed in the school. PTA notices will be translated by the translation unit as needed. Brief notes regarding students' daily interactions will be translated by staff members that are fluent in the home language of the target family. Notes sent home regarding students but not involving confidential information may be translated in writing by a volunteer parent that is fluent in the language. If a

translator is not available to do a written translation, the school may use the telephone translation service from the DOE to contact a parent. The DOE has also been able to provide helpful, translated communications online that are easily accessed by administrators and teachers. Parents Rights and Responsibilities are sent home in the applicable language for each family.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff will receive PDs regarding the use of translation services and over-the-phone interpretation services. Additionally this information is distributed by email.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The school complies with Regulation A-663. At the start of each semester, we mail notification letters to parents so that they know that translation services are available if needed. All the documents above are available in multiple languages on the Translation and Interpretation Unit's site.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school uses feedback from the parent surveys to receive information about the quality and availability of services. The parent-teacher association also works with the parent coordinator to suggest and implement services that would benefit parents.