

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

07X548

School Name:

URBAN ASSEMBLY SCHOOL FOR CAREERS IN SPORTS

Principal:

JOHANNY GARCIA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Urban Assembly School for Careers in Sports School Number (DBN): 07X548
Grades Served: 9-12
School Address: 730 Concourse Village West Bronx, NY 10451
Phone Number: 718-292-7110 Fax: 718-292-5565
School Contact Person: Johanny Garcia Email Address: Jgarcia30@schools.nyc.gov
Principal: Johanny Garcia
UFT Chapter Leader: Victoria Hausken
Parents' Association President: Naheem Bowens
SLT Chairperson: Johanny Garcia
Title I Parent Representative (or Parent Advisory Council Chairperson): Naheem Bowens
Student Representative(s): Ariel Rosas
Kharysma Smith

District Information

District: 07 Superintendent: Elaine Lindsay
Superintendent's Office Address: 1 Fordham Plaza Room 842A, Bronx, NY 10458
Superintendent's Email Address: ELindse@schools.nyc.gov
Phone Number: 718-741-3157 Fax: 718 741-7098

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue, Bronx, NY 10462

Jruiz2@schools.nyc.gov

Director's Email Address:

718-828-7776 / 718-741-8895

718-828-6280

Phone Number:

Fax:

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)
Johanny Garcia	*Principal or Designee	
Victoria Hausken	*UFT Chapter Leader or Designee	
Augusto Done	*PA/PTA President or Designated Co-President	
Steve De Jesus	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Crissangel Bueno	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Nicole Vazquez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jesus Rodriguez	Member/ Staff	
Lisa Vargas	Member/ Staff	
Naheen Bowen	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lucia Coste	Member/ Parent	
Elizabeth Avilez	Member/Parent	
Nicole Williams	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.

Our School-wide Instructional Focus:

1. Student-to-Student Interactions
2. Higher Order of Thinking Questions

We are striving to make sure all students are engaging in meaningful and consistent student-to-student interactions. It is our belief that students learn best when provided with the opportunity to work with their peers. For that reason there are no rows in our classrooms, everyone sits with a classmate or in groups. Students are expected to work in teams at least once per class period. When we do observations based on the Danielson Framework, we expect to see that. It is our expectation that teachers' lesson plans include the rationale behind grouping and provide differentiated instruction for students with different needs. The Danielson Framework is the basis for our informal and formal observations with staff. In addition, we have concentrated on asking higher order thinking questions. Danielson 3B (questioning and discussion) has helped us to provide more valuable and specific feedback. We believe the quality of the questions matters. We believe through increasing the complexity of questions and student interaction, all students will improve their thinking, reading, and writing skills accordingly. Our teachers are making meaningful changes and strides in revising their curriculum and changing their teaching practices.

Some Special Initiatives:

DRP (Degree of Reading Power) and LightSail In past years, we had used a school wide reading assessment called DRP, (Degree of Reading Power) to assess our students' reading level. We used that information to design reading programs school-wide. The students' data indicated most students reading level was below grade level. We realized the best way to increase students' reading was to increase reading systematically and consistently through the English department. We purchased a digital reading program named LightSail. Using school purchased Ipads, students read independent reading in each English class a minimum of 40 minutes a week. The program gauge students' reading ability and allows them to choose texts on their Lexile level. As the students, become stronger readers, the texts they can choose from increase in difficulty. Students take comprehension quizzes embedded in the digital reading program. Teachers received data that tracks not only students reading interesting but also how well they perform on comprehension checks, how fast they have completed books, and where they are struggling. We have found grate value in using LightSail, it has improved students' reading interest and stamina. We have discontinued DRP periodic assessments and we utilize LightSail's data report because it is easily assessable, timely, and comprehensive.

School-wide Grade Criteria/System In PDs and in conversations with staff, we asked teachers make sure the assignments are rigorous and aligned with the curriculum. Administration also asked that assessments not merely be summative but also formative and given throughout the marking period so teachers and students could be informed on what students had learned and what needed to be retaught. Each department has at least a minimum number of formative assessments they must all give each marking period Each department has clearly articulate the percentage value of each assessment and weighted percentage of the summative and formatives assignments.

Engrade – a digital grade book/attendance system used by all staff in our school. Engrade allows teachers to publicly share student performance data. This gives all parties a chance to see student achievement data in real time and make changes. It gives teachers the ability to see how students are performing in specific classrooms and by grade in their

discipline and they can make the necessary adjustments. The school administrator can also see student performance through weekly checks and talk to teachers about teaching and learning. Students use this system to check on and improve their grades by handing in missing / late work. Parents, while still the smallest constituents by percentage of use, also have access.

Some Partnerships:

ESI Three years ago we received a \$300k grant from the Expanded Success Initiative (ESI). The grant is used to incorporate programs, activities, and best practices in the schools to improve the academic performance of Black and Latino young men.

Sponsor for Educational Opportunities (SEO) Program SEO Scholars is a free eight-year academic program that gets low-income public high school students to and through college—with a 95% college graduation rate.

In high school the program offers intensive year-round academic preparation via a carefully-calibrated, rigorously-assessed course of supplemental education. Their Saturday, summer and weekly after-school classes provide the equivalent of 2.5+ years of instruction in English and 1.5+ years of instruction in math.

In college they continue to support students through each of their four years, providing one-on-one academic, personal and career exploration support. At the moment we have 2 9th grade student enrolled in the program.

College Confident A comprehensive college readiness program through the ESI grant that provides UASCS with Brotherhood Advisory Workshops, peer to peer mentoring groups meeting weekly, the execution of College Confident's "Brotherhood" Young Men's Institute Program for participating students and College Visits including SUNY, CUNY and Private Colleges.

College Now A challenging academic program for high school juniors and seniors where UASCS students take college level courses at Hostos Community College. Students can take a variety of classes; from Psychology to College Algebra with Trigonometric Functions (offered at Lehman College through the College Now program). College Now offers many activities and opportunities, academic courses, campus-based tours and cultural events, such as theater or dance performances, and even exclusive scholarship offers. The program is offered to 11th and 12th grade students.

Monroe College Dual Enrolment Program A college credit bearing program for high school juniors and seniors to take college level courses at UASCS as well as at Monroe College. This program is geared for students to challenge themselves, enhance learning experiences, prepare them for college level study, and graduate from UASCS with transferrable college classes at no cost to UASCS students or their families.

Enact ENACT's mission is to help New York City public school students learn social, emotional and behavioral skills through creative drama and drama therapy techniques. During 2011-2014 on Mondays, two actor educators went into the art class and performed icebreaker games with the students followed by drama skits.

CUNY At Home in College A college readiness program for high school seniors who are on - track to graduate but who have not met traditional benchmarks of college readiness (via Regents or SAT scores). The curriculum for the program is implemented in 12th grade English and College Algebra. Participating students must attend CUNY testing two times per year if they have not met eligibility benchmarks for college readiness. Fee Waivers for CUNY applicants are also provided.

Fordham Step This is a rigorous pre-college program. Accepted students take college prep courses in math and science beginning in 9th grade. Students are able to continue to take classes through their senior year in college. Accepted students have the opportunity to take college level courses over the summer and receive one on one college counseling.

Generation Citizen Generation Citizen is an organization designed to ensure that every student receives an effective education in civic action that provides them with the knowledge and skills necessary to participate in our democracy as agents of positive change. Generation Citizen's vision is of young people as activists for social justice collectively working to rejuvenate our democracy. Through an innovative in-class curriculum and guided outreach to community leaders, students identify community problems, formulate appropriate policy responses and work with public figures to advance their policy proposals. Through their authentic experiences, our teens are developing their organization, communication and leadership skills in ways that are impossible to achieve in the classroom alone. Generation Citizen's innovative, action-based program can revive and revolutionize civics education; it is helping to develop youth activists and future leaders who are not only inspired by the ideals of social justice but who also are equipped to meaningfully pursue their dreams. [Exhibit 1 is Anthony Mendez!]

Peer Health Exchange Within their advisories, 9th grade students participate in workshops about sex and relationships taught by students from Hunter College. This 11 week course educates students on the elements of healthy relationships, the dangerous of abuse, and the importance of communication and information when making decisions about starting a sexual relationship.

No Kidding: Straight Talk The No Kidding: Straight Talk from Teen Parents Program is a teen pregnancy prevention initiative of the New York City Department of Health. This program brings actual teen mothers and fathers into schools to talk with students about their personal realities of having a child at a young age. The ultimate purpose of this program is to encourage teens to wait until adulthood to have children.

Healthy Relationships The Healthy Relationships workshop series done by Planned Parenthood NYC, informs teens about HIV and sexually transmitted infections, birth control and condom use, as well as how to establish healthy relationships with their partner.

New York Urban League The New York Urban League Absolute Success College Access Program (ASCAP) is a comprehensive college and career access model that holds college readiness at the center of all our education services. At our participating institutions, we strive to foster an environment of high expectations and encourage leadership, academic achievement, and social responsibility. Our curriculum focuses on not only strengthening the concept of personal development, but also reinforcing academic coursework and relevant lessons learned. This year at UASCS, we met the challenge by adapting our method of delivery when uniquely placed in an Art course. Through an amazing partnership with Mr. Alago, we have comprehensively looked at areas for synergy with approaching the curriculum. Working with freshmen weekly, we have sought to connect their use of creativity, critical thinking, and understanding of the world around them to yield numerous artistic, writing, and research projects that reflect their personal and social development.

Urban Dove The College All-Stars is a year-round program designed to help New York City public high school students make their college dream a reality. The program targets high school sophomores, juniors and seniors, and is designed to educate them and their families on the entire college application process - from success in high school to obtaining a degree in the field of their choice. Activities include PSAT/SAT prep, financial aid workshops, college tours, guest speakers, application help, mentoring sessions and career counseling. Alumni of the program then return to speak to other Urban Dove students about their college experiences.

Who: All 11th and 12th graders who have participated in Urban Dove

When: Saturday, 9-12

Advisor: Michael Cruz, Room C-61

Urban Dove Hi-Risers Program - 9th and 10th grade students are invited to be trained as counselors to work with elementary and middle school students after school. They run sports and tutoring programs. Students commit to working three days a week, while training and receiving tutoring the other two. Orientations for this program occur

once in September and once in February. Students who successfully complete the program during the year are invited to work at the Urban Dove Summer Program and attend the Camp Lenox program in Massachusetts over the summer.

2. We have 130 special education students in a school of 570. We have committed to an inclusion model with ICT teachers in all major subject areas to support these students. We have made a commitment to hire ICT teachers who are dually certified in special education and in the major subject areas so the conversations around curricula and accommodations can be fruitful and informative. In addition we have hired a F-status teacher to help students who need Resource Room supports. We also have 32 ESL students and an ESL teacher.

3. As stated earlier our key areas of focus were student-to-student interaction and questioning techniques. These ideas drove our PDs, our administrative conversations with staff and staff conversations in Department and Grade Level meetings. We believe this explains our strong showing in the categories of Collaborative Teachers and Effective School Leadership.

07X548 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	591	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	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	N/A	# Drama	N/A
# Foreign Language	5	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	83.0%	% Attendance Rate			82.6%
% Free Lunch	83.0%	% Reduced Lunch			3.3%
% Limited English Proficient	5.9%	% Students with Disabilities			24.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			28.5%
% Hispanic or Latino	69.2%	% Asian or Native Hawaiian/Pacific Islander			0.2%
% White	1.0%	% Multi-Racial			0.5%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.77	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			4.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			6.24
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	64.9%	Mathematics Performance at levels 3 & 4			63.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	88.4%	% of 2nd year students who earned 10+ credits			71.1%
% of 3rd year students who earned 10+ credits	73.1%	4 Year Graduation Rate			73.9%
6 Year Graduation Rate	81.2%				
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	NO	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	NO				
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	NO	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	NO				
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	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				

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.

During the 2014-2015 Quality Review, our school received a developing on Indicator 1.2 –Pedagogy. Here is what the quality review found:

- Across classrooms, teaching practices are becoming aligned to the curricula and beginning to reflect a set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional shifts
- Across classrooms, teaching strategies (including questioning, scaffolds in English and/or native language where appropriate, and routines) inconsistently provide multiple entry points into the curricula leading to uneven engagement in appropriately challenging tasks and uneven demonstration of higher-order thinking skills in student work products, including the work of ELLs and SWDs
- Across classrooms, student work products and discussions reflect uneven levels of student thinking and participation

During the 2014-2015 Quality Review, our school received a Proficient on Indicator 2.2 –Assessment. Here is what the quality review found:

- Across classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school’s curricula, thus providing actionable feedback to students and teachers regarding student achievement
- The school uses common assessments to determine student progress toward goals across grades and subject areas and the results are used to adjust curricula and instruction
- Across classrooms, teachers’ assessment practices consistently reflect the use of ongoing checks for understanding and student self-assessment so that teachers make effective adjustments to meet all students’ learning needs

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.

Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. By June 2016, 100% of our teachers will be focusing on group work and student to student interactions in all of their classes.

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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Embed in lesson plans and in class assignments are writing activities (Students must interpret evidence and define key words and use them in their writing assignments)</p>	<p>All Students</p>	<p>September 2015 – June 2016</p>	<p>All History Teachers and Administrators</p>
<p>Use of the Depth of Knowledge (DOK) chart to ensure that higher order work/questioning is taking place (students required to analyze, critique, prove, apply concepts, make connections, compare, draw conclusions, etc. within any given lesson)</p>	<p>All Students</p>	<p>September 2015 – June 2016</p>	<p>All Teachers and Administrators</p>
<p>Independent reading for a minimum of 40 minutes a week in all English classes (Student are expected to complete a minimum of two independent reading books each marking period)</p>	<p>All Students</p>	<p>September 2015 – June 2016</p>	<p>All English Teachers and Administrators</p>
<p>Use New York State science content standards and incorporate CCLS in reading and writing</p>	<p>All Students</p>	<p>September 2015 – June 2016</p>	<p>All Science Teachers and Administrators</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>
<p>*I will set aside time for Departments to meet after school.</p> <p>*Grades will be meeting twice a week to share information on how to support students.</p> <p>*Set aside money to support Engrade and Lightsail for teachers and families to have accurate and timely information on students progress, outcomes and success.</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	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		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.

*Continue review of lexile scores based on data from Lightsail.

*All entering 9th graders were given an entry Math and English assessment. We will give a second assessment in January to see how much they have grown.

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.

Our expected attendance rate for school year 2014-2015 is 83%. For the school year 2013-2014, our attendance was 83%. In 2012-2013, the school attendance was at 79%. The UA School for Careers in Sports (SCS) has shifted its thinking to communicate the high expectations that we as a school community shares responsibility with our parents and our students, in the full engagement of all community members to achieve a ‘culture for learning that systematically communicates a unified set of high expectations for all students.

During the 2014-2015 Quality Review, our school received a proficient on Indicator 3.4 –High Expectations. Here is what the quality review found:

- School leaders consistently communicate high expectations (professionalism, instruction, communication, and other elements of the Danielson Framework for Teaching) to the entire staff and established training and a system of accountability for those expectations
- School leaders and staff created expectations that are connected to a path to college and career readiness and/or the school has designed systems to provide feedback to families regarding student progress toward meeting those expectations
- Teacher teams and staff establish a culture for learning that communicates high expectations for all students; feedback and guidance/advisement supports have articulated the level of detail and clarity needed to help prepare students for the next level

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

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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Reward system for students who achieve a 90% and above and who achieve most improved attendance status (clear demonstration of attendance expectations; visual celebration for students who fit both categories)</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Administration, CBO</p>
<p>Leadership communicates directly with teacher teams around students who are at risk; student interventions take place with leadership and teachers</p>	<p>Classroom Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration,</p>
<ul style="list-style-type: none"> • Daily phone calls to parents/guardians based on attendance (attendance taken twice a day) • Attendance Teacher home visits – for any generated 407s from ATS Attendance Office staff informs families immediately if a pattern of attendance is noticed (e.g. absence twice a week on the same consistent days) • RISA reports from ATS are used to determine how to use student mailings and notices designed to increase parental involvement at all levels (celebration for students with high attendance, interventions at school level for at risk students) • All Parents have been provided with access to Engrade pro (our school grading system) where aside from grades, they are also able to see their children’s attendance. • Translate all critical school documents and provide interpretation during meetings and events as needed; 	<p>All parents</p>	<p>September 2015-2016</p>	<p>Guidance Counselor, Secretary, Attendance Teachers, Administration</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.

Grade Level common planning periods

School Social Worker, Two Guidance Counselors, Two Attendance Teachers, Pupil Accounting Secretary

Urban Dove –Community Based Organization

Engrade Pro licenses

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	X	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.

By the end of January 2016, attendance teachers, under the supervision of an AP, will make phone calls, conduct home visits and facilitate planning interviews on school’s LTAs at least twice.

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.

At the conclusion of the Fall 2014 semester, 71% of our 10th grade students are earning 10+ credits each year and 61% of students in the lowest third of our school are earning 10+ credits each year.

As standards rise, we have a need for our teams to meet and re-visit our curriculums (9-12), to identify areas of improvement such as: classroom management, developing meaningful assessments, and lesson planning.

During the 2014-2015 Quality Review, our school received a Proficient on Indicator 1.1 –Curriculum. Here is what the quality review found:

- School leaders and faculty ensure that curricula are aligned to CCLS and/or content standards, integrate the instructional shifts, and make purposeful decisions to build coherence and promote college and career readiness for all students
- Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills across grades and subjects and for ELLs and SWDs
- Curricula and academic tasks are planned and refined using student work and data so that a diversity of learners, including ELLs and SWDs, have access to the curricula and tasks and are cognitively engaged

During the 2014-2015 Quality Review, our school received a Proficient on Indicator 4.2 –Teacher teams and leadership development. Here is what the quality review found:

- The majority of teachers are engaged in structured, inquiry-based professional collaborations that promote the achievement of school goals and the implementation of CCLS (including the instructional shifts), strengthening the instructional capacity of teachers
- Teacher teams consistently analyze assessment data and student work for students they share or on whom they are focused, typically resulting in improved teacher practice and progress toward goals for groups of students
- Distributed leadership structures are in place so that teachers have built leadership capacity and have a voice in key decisions that affect student learning across the school

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, top 2/3 of our students will improve their 10th grade credit accumulation from an average 71% of students earning 10+ credits each year to an average of 75% of students earning 10+ credits each year as measured by the ATS graduation tracker and STARS scholarship reports.

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 teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • The all grade level teams will be engaged in four cycles of inquiry work where they look at student work and conduct classroom inter-visitations to identify trends and provided needed assistance to modify pedagogical practices to meet the needs of their students • Administrative team will continue doing informal and formal observations using the DFTR. • Teachers’ College Consultant assigned to humanities department to work on curriculum and pedagogy • Borough Field Support Center mathematics achievement coach will provide coaching to support the implementation of CCLS Geometry and Algebra 2/Trigonometry 	<p>Classroom Teachers</p>	<p>September 2015-June 2016</p>	<p>Administrators, Borough Field Center Achievement Coaches</p> <p>Teacher’s College Consultants</p>
<ul style="list-style-type: none"> • The tenth grade team will adopt students who are struggling in class. • Teacher Assistants (12th Grade Students) assigned to 25 different classes, to support students and teachers 	<p>Tenth Grade students</p>	<p>October 2015-June 2016</p>	<p>Administrators, Borough Field Center Achievement Coaches</p>
<ul style="list-style-type: none"> • We will continue to discuss the use of DFTR for teacher support and evaluation during our Parent Teacher Association meeting. We will continue to conduct workshops on this framework and our work around teacher effectiveness throughout the year. 	<p>All Parents</p>	<p>September 2015-June 2016</p>	<p>Administrators, Borough Field Center Achievement Coaches, Classroom Teachers</p>

• We will provide assistance to parents in understanding City, State and Federal standards and assessments and show parents the content and/or resources available to assist their children with CCLS aligned work			

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.											
Teacher’s College Consultants											
Grade Level Common Prep periods											
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.
By the end of January 2016, our developing teachers will move from developing to at least an effective rating on the Measures of Teacher Practice using DFTR Domains 2 and 3.
2. By the end of January 2016, second marking period passing percentages will show improvements when compared to the first one.
3. By the end of January 2016, 10 th grade teachers will share inquiry team best practices during a school wide PDs.
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.

Three years ago our graduation rate was 69% and thanks to different approaches, in 2014 we improved to 74%. Our expected graduation rate in 2015 is 77%. Now, we have identified different strategies which have proven to be successful, we want to raise our graduation rate to 79%.

During the 2014-2015 Quality Review, our school received a developing on Indicator 1.2 –Pedagogy. Here is what the quality review found:

- Across classrooms, teaching practices are becoming aligned to the curricula and beginning to reflect a set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional shifts
- Across classrooms, teaching strategies (including questioning, scaffolds in English and/or native language where appropriate, and routines) inconsistently provide multiple entry points into the curricula leading to uneven engagement in appropriately challenging tasks and uneven demonstration of higher-order thinking skills in student work products, including the work of ELLs and SWDs
- Across classrooms, student work products and discussions reflect uneven levels of student thinking and participation

During the 2014-2015 Quality Review, our school received a proficient on Indicator 3.4 –High Expectations. Here is what the quality review found:

- School leaders consistently communicate high expectations (professionalism, instruction, communication, and other elements of the Danielson Framework for Teaching) to the entire staff and established training and a system of accountability for those expectations
- School leaders and staff created expectations that are connected to a path to college and career readiness and/or the school has designed systems to provide feedback to families regarding student progress toward meeting those expectations
- Teacher teams and staff establish a culture for learning that communicates high expectations for all students; feedback and guidance/advisement supports have articulated the level of detail and clarity needed to help prepare students for the next level

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 August 2016, all SCS staff will implement credit accrual and recovery strategies that will result in an increase in our school’s graduation rate from 74% to 79% as measured by the STARS Graduation Tracker.

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>
<ul style="list-style-type: none"> • Individual and grade wide meetings with current 12th graders to discuss their academic status and what is needed for them to be successful. • Twelfth-grade staff adopts students who are struggling or in danger of failing. 	<p>12th Grade students</p>	<p>September 2015-June 2016</p>	<p>12th grade Classroom Teachers, administration</p>
<ul style="list-style-type: none"> • Students meet with Guidance Counselor and an AP to sign contracts indicating next steps needed to be successful • Urban Dove will support our students with mentoring, SAT Prep and tutoring at least twice a week after school. • An after school homework and study hall center will be created for 12th graders 	<p>12th Grade Students</p>	<p>October 2015-June 2016</p>	<p>Administration, Guidance Counselor, Urban Dove-CBO</p>
<ul style="list-style-type: none"> • Bi-weekly reports are sent to parents, keeping them inform of their children’s performance, using Engrade Pro • At our PTA meetings we will present to the parents what to expect during twelfth grade and on how to best support their college going or career ready children as they transition from high school to post-secondary life. • Workshops on graduation requirements and financial aid will be held 	<p>12th Grade Parents</p>	<p>September 2015-June 2016</p>	<p>Administration, 12th Grade Classroom Teachers, Guidance Counselors</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.											
Per Session											
CBO											
Guidance Counselor											
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	X	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.
This year 12 th graders mid-year passing rate, will be higher than last year’s mid-year passing rate (80%) by 5%
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.

During the 2014-2015 Quality Review, our school received a proficient on Indicator 3.4 –High Expectations. Here is what the quality review found:

- School leaders consistently communicate high expectations (professionalism, instruction, communication, and other elements of the Danielson Framework for Teaching) to the entire staff and established training and a system of accountability for those expectations
- School leaders and staff created expectations that are connected to a path to college and career readiness and/or the school has designed systems to provide feedback to families regarding student progress toward meeting those expectations
- Teacher teams and staff establish a culture for learning that communicates high expectations for all students; feedback and guidance/advisement supports have articulated the level of detail and clarity needed to help prepare students for the next level

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.

*School leaders and staff effectively communicate expectations connected to a path to college and career readiness and successfully partner with families to support student progress toward those expectations. Thanks to this effort, our Strong Family-Community Ties component of Framework for Great Schools will move from Approaching Target to Meeting Target.

*Under the Framework for Great Schools, this is an area of Focus and with our newly appointed Parent Coordinator, we are certain to be more successful this coming year.

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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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>
Set up weekly family meeting	Struggling Students	September 2015 to June 2016	Parent Coordinator and Grade Level Leaders
Set up a Family Night event	All students and parents	October and March	Parent Coordinator and Grade Level Leaders
Daily phone calls	Students with attendance and/or performance issues	September 2015 to June 2016	Parent Coordinator, Attendance Teacher and Grade Level Leaders
Top 100 Celebration	Best 100 students (grade wise) in our school and their parents	May 2016	Parent Coordinator, Guidance Department and Grade Level Leaders

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>*Flexible time for Parent Coordinator to use extra hours</p> <p>*Per session for staff members to help support school activities</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	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		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.

*Parent coordinator keeps log of parents he has contacted and will cross reference to see if there is an impact in improve attendance in our Parent Association Meetings.

*Review report cards and transcripts for students' improvement

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)	Level 1 students receive Level 2 students receive ELL students receive Students who failed the first marking period receive	Reading *Writing *Push In *Pull Out *Regents Prep Classes	Small groups	During School Day *Before and After School *Saturday School
Mathematics	Level 1 students receive Level 2 students receive ELL students receive Students who failed the first marking period receive	*Math skills *Word Problems *Problem Solving *Extra Class *Regents Prep Classes	Small groups *Whole Class	During School Day *Before and After School *Saturday School
Science	Level 1 students receive Level 2 students receive ELL students receive Students who failed the first marking period receive	Regents Prep Classes	Small groups	During School Day *Before and After School *Saturday School
Social Studies	Level 1 students receive	* Regents Prep Classes	Small groups	During School Day

	<p>Level 2 students receive</p> <p>ELL students receive</p> <p>Students who failed the first marking period receive</p>			<p>*Before and After School</p> <p>*Saturday School</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Level 1 students receive</p> <p>Level 2 students receive</p> <p>ELL students receive</p> <p>Students who failed the first marking period receive</p>	<p>Individual Guidance</p> <p>Group Guidance</p>	<p>Individual</p> <p>*Small Groups</p> <p>*Whole Class</p> <p>*Grade Level Assemblies</p>	<p>During School Day</p> <p>*Before and After School</p>

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.
During our job fair and employment searches, we will seek highly qualified teachers. After conducting a needs assessment of school staffing, we will set aside funds for staff members to continue their professional training in order to become highly qualified. During our job fair and employment searches, we will seek highly qualified teachers, who work well in teacher teams. Our interviewing process will require candidates to show evidence of their participation in effective teams.

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).
Current staff receive on-going professional development each week to become highly qualified and to improve both content knowledge and learn best practices. All teachers work with the Borough Field Support Center Achievement Coaches and leadership to improve their teaching. CSC implements a peer-to-peer system in order to have teachers learn best practices, particularly between the highly qualified and those who are less experienced.

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).
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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.
At the SCS, our teachers participate in the school decision-making process via representation on the School Leadership Team (SLT) and on the school cabinet. The teachers are heavily involved in establishing uniformity across the school departments.

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

<p>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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
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	454,451.00	X	14, 16, 19, 22, 25
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	14, 22, 25
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	3,853,383.00	X	14, 16, 19, 22, 25
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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. **[Urban Assembly School for Careers in Sports]**, 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. **[Urban Assembly School for Careers in Sports]** 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)

[Urban Assembly School for Careers in Sports], 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:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

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

-
-

Part C: Professional Development

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

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

Begin description here: _____

The ESL teacher (DeForest Westry), the Spanish Foreign Language department and the ELA department meet once per week, on Fridays between 2:18 pm - 3:18 pm. These cross-functional meetings are intended for full collaborative academic and instructional planning, to discuss how best practices can be shared between the targeted departments that provide instruction to the ELL/Immigrant students. The ESL Teacher within this meeting will provide professional development on ESL topics on the specified dates below to all teachers of ELLs:

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

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

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

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

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

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

Time: 6:00 - 7:30 PM

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	-
Supplies and materials	_____	-

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 07	Borough Bronx	School Number 548
School Name UA School for Careers in Sports		

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 Johanny Garcia	Assistant Principal Denise Valdez
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Deforest Westry	School Counselor Paula Pryce Bremmer
Teacher/Subject Area Daniela Carrillo / English	Parent Naheem Bowens
Teacher/Subject Area Katherine Pena / Spanish	Parent Coordinator Michael Santana
Related-Service Provider Jennifer Elliott	Borough Field Support Center Staff Member Jose Ruiz
Superintendent Elaine Lindsey	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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
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 <u>not</u> currently teaching in the ENL program	0	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)	604	Total number of ELLs	54	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	54	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	25
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	19	Long-Term (ELLs receiving service 7 or more years)	21

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	14			19			21			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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										24	9	8	13	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				0
Haitian														0
French										1				0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										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)										3		1		0
Emerging (Low Intermediate)										1				0
Transitioning (High Intermediate)										8			1	0
Expanding (Advanced)										13	5	1	3	0
Commanding (Proficient)														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														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														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	15	15	9	9
Integrated Algebra/CC Algebra	27	27	18	18
Geometry/CC Algebra	2	2	2	2
Algebra 2/Trigonometry	0	0	0	0
Math _____				
Chemistry				
Earth Science	2	2	2	2
Living Environment	25	25	13	13
Physics				

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	22	22	12	12
Geography				
US History and Government	14	14	10	10
LOTE				
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.
 Teachers have their own in-house assessments to determine the proficiency level of each one of our students. As a school, we are also able to see where they are at through assessments and programs such as Lightsail, Grade Leaps, Ed. Performance and Wilson. Three of our fifty seven ELLs are at the beginning levels. These three students mainly struggle with the writing process. They are able to understand and for the most part communicate verbally. Our teachers are instructed to provide students with materials both in English and their students home language. Most of our ELLs (54) choose English over any other language.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 According to the NYSESLAT results, it seems like the reading and writing componets of the exam are the toughest sections for students. Based on their regents and class grade, students are also struggling with mathematical skills. We rarely receive students who are new to a NYC school. Most of our ELLs were identified by their middle school. Whenever we have to administer the NYSITELL, it is found that the student needs ESL services.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 As a school we pay attention to students progress between marking periods and semester. We look into those students who might pass the ELA regents and can be exempt from ESL classes. We also look to see if thanks to our interventions, our students are able to obtain better scores from one test administration to the next. Knowing the sections students are struggling with is a good thing because this allows the teacher to focus on these particular areas of the test hopefully leading to an improvement in students' scores.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - Twenty four of our ELLs students are incoming 9th graders who have not taken any previous regents. By looking at the assessment data above, the tests students are struggling the most with are those that involved a lot of reading and writing (Global, ELA and Living

Environment). All of them have been given the test in both English and Spanish, but they have all elected to do it in English.

b. During our grade level meetings, teachers and administrators are looking at student data and creating strategies to best support our students needs. Periodic assessments inform our strategies.

c. Most of our ELLs are able to effectively communicate in English in both verbal and written form. A small percentage struggles with writing and reading comprehension. Teachers are providing students material in their home language as well as in English. Some of our ELLs have been paired with twelve grade bilingual students who serve as teacher assistants.

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](#).]
NA

6. How do you make sure that a student's new language development is considered in instructional decisions?

Our ELLs teacher, Mr. Westry support our students during their regular scheduled ESL classes as well as during push-in sections. We make sure work is available in both languages and that we have textbooks in their native language. All of our students are also required to take one year of Spanish, which also supports 97% of our ELLs home language.

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?

NA

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

Students passing the NYSESLAT, Regents and classes, as well as students showing improvement in the results generated by Lightsail, Grade Leap, Ed. Performance.

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.

Most of the students coming into our school, have already been identified as ELLs by their prior schools. When we have students coming to our school from a school outside of the United States, that student is provided with the Home Language Identification Survey and the Lab. Mr. Westry, our ELL's certified teacher is in charged of this responsibility. There is a conversation between students, parents, administration and Mr. Westry. If the family speaks a language other than Spanish (All administrators speak Spanish) we utilize the services provided by the LAC to accommodate our families. The purpose behind the conversation is to assess the student level of understanding. If the student is brand new to the New York City Education Department, s/he will be administer the NYSITELL or Spanish Lab within ten days of admittance to school.

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).

Students are asked to complete a SIFE questionnaire. The results are to be inputed in ATS (BNDC) within 30 days. As a school we rely on our teachers' assessments to identify areas of need.

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).

The LPT team determines if an IEP student who has a home language other than English takes the NYSITELL or not. Their recommendation is passed on to the principal who then agrees or disagrees. If the principal disagree the superintendent makes a final decision which is then shared with family. Family has 20 days to accept or reject recommendation. . Members of our LPT are Mr. Westry (certified ESL teacher), Ms. Valdez (administrator), parent (translation and interpretation provided as needed) and Ms. Williams (IEP Teacher). ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT (and as permitted in the School Administrator's Manual for the test).

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.

Families are mailed a letter letting them know the results of the exam and the services their child will be receiving. Letters are written in in parent's preferred language. Letters are mailed by Mr. Michael Santana, Parent Coordinator.

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 are informed via mail and through parent conferences held in school. Parents preferred language is used for communication purposes.
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.
At the beginning of the school year we organize a parent orientation letting all families know about all three choices. We play an orientation video which highlights all three programs and then administration and some staff members clarify parents concerns. We also follow up via mail. The orientation are done in parents preferred language. Ms. Valdez, Mr. Santana and Mr. Westry are in charged of delivering this information to parents.
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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
During the orientation and in the letter sent home, we stress the importance of returning program selection forms. We ask our English, Spanish and ELL teachers to collect these forms in their classes and to follow up, via phone, with families.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
We follow up with families via phone and whenever necessary, we send out attendance teacher to their homes to make sure we get them back. Ms. Valdez is in charged of communicating with families. Communications take place in parents preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed.
Ms. Valdez mail these letters home and also send an additional copy with students.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All documentations are kept in students official folders/records in the main office. All those records are put away by Ms. Mattei, school secretary.
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.
Our ELLs' teacher, Mr. Westry schedules all section of the exam and provide students with an invitation slip letting them know the date and time. After all sections are completed, Mr. Westry packs up all exams and take them to district office. Mr. westry gets a report from ATS, RLER, which lets him know which students are to take the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Ms. Valdez mail these letters home and also send an additional copy with students
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).
Our program is aligned with parents' requests. We normally do not get a large number of ELLs apply to our school and all those who have done it so far has identify Freestanding ESL as a program of choice. This information is given to parents at the parent orientations held every time a new ELL is placed into our school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.
 1. a. Instruction is delivered in a self-contained environment, meaning that all ELLs (only ELLs) report to an ESL class every single day. Mr. Westry also pushes-in inside students core subjects.
 - b. The ESL class is a heterogeneous. ESL teacher is aware of their proficiency levels and is able to address their needs.
 - b. TBE program. *If applicable.*
NA
 - c. DL program. *If applicable.*
NA
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)?

All our ELLs receive a 45 minutes ESL class per day. That 225 minutes per week is offered in addition to 225 minutes of ELA instruction to serve students in all five proficiency levels. Beginners and intermediate students received all that plus Push-In instruction. Our ESL teacher goes into their English and Social Studies classes and provides extra support. Beginners also meet an additional three times a week (45 minutes each) to work on specific skills. On top of these services, all students are also encouraged to attend our after school program where they can benefit from more services.
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.

Content areas are delivered in the English language. Our ESL meets with the rest of the staff members and provides them with updates in terms of each of our ELLs. The ESL teacher also co-plans with his colleagues in order to differentiate the ELL's instruction.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We ordered standardized test in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:
6. How do you differentiate instruction for 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. We currently do not have any Sife. If in the future we end up having some Sife, our school will provide all the resources necessary to make sure that their needs are met. Resources such as individual tutoring, buddy system, before and after school programs, differentiated instruction and proficiency level software will be made available to all students.
 - b. In our school we will accommodate newcomers. We are a school who currently offer ESL classes based on parents' choice. All our ELLs will benefit from tutoring, a buddy system, before and after school programs, differentiated instruction and softwares.
 - c. All of our students who have been receiving ESL for 4 to six years are provided with the services needed. We use in-school assessments as well as the NYSESLAT results to identify the area they need help with. Once we know their weaknesses, it is easier for everyone to help them out. All these students are scheduled into an ESL class and in some of their cases, our ESL teacher goes and serves as a co-teacher in some of their main courses.
 - d. Our Long-Term ELLs will receive all services mentioned above, plus different academic interventions. This population tends to drop out of school and that is why counseling and constant dialogues with students, their family and teachers will be taking place.
 - e. Whenever we get a student who is both, Special Ed. and ELL, we make sure to look into the IEPs and see if the classifications are correct. If the classification is correct, the Special Education teacher is always present at all meetings.
7. 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.

visions of the student transcript, iep and testing history takes place to make sure student is properly placed. Students' performance is closely follow via class work, test results and marking period grades.

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?
 Mr. Westry uses Spanish-English dictionaries, books on tape, the use of common sight words and different interactives websites that focuses on language adquisition. Material use are grade and age appropriate.

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?
 ESL and SWD students receive Push-In intructions as well as individualized instruction while following an inclusion model. Many of our staff are bilingual and are able to provide additional classroom support. Additional periods of ESL support above and beyond traditional classroom instruction. SWD received services mandated on their IEPs. ICT classes, resource room, etc.

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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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(u) 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.

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

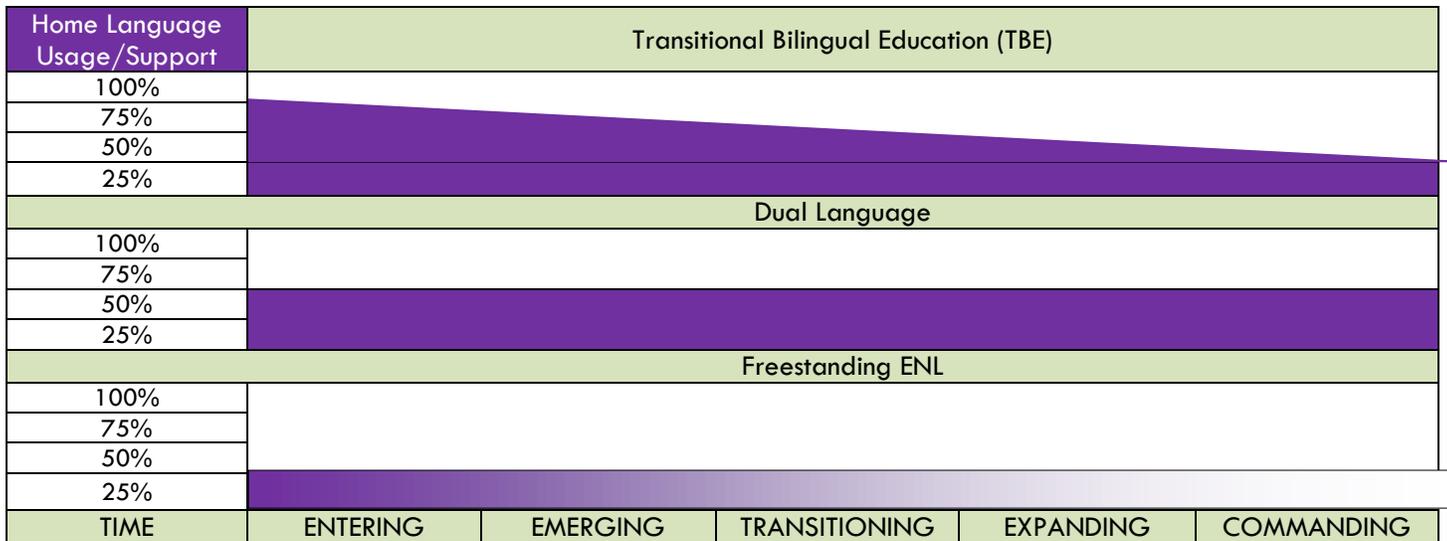


*Note: “other approved services” does not apply to New York City at this time.

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. Every teacher in our school is aware of the fact that they need to work with our ESL teacher to modify the instruction given to our ELLs. As stated before, our ESL teacher goes into main subject classes (English, Social Studies, Math and Science) and provides support to our ELLs population. Those students also receive support from bilingual classmates. The classroom teachers identified hard working bilingual students and sat them next to our ELLs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our students are provided with the support needed for them to be successful. Our ELL teacher does not only work with them one on one and inside a stand alone ELL class, but also inside their regular classes. Both students and core subject teachers notice the improvement of the work submitted. More of our ELL students are being successful in their state regents. ELLs needs are part of grade level and whole staff PDs.
12. What new programs or improvements will be considered for the upcoming school year?
No new program or improvements are being considered for the upcoming school year.
13. What programs/services for ELLs will be discontinued and why?
No program will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our ELL population is invited (mailings, orientations, etc) to participate in every single one of the programs offered during and after school hours. We have organized team sports, internships, community service, after school tutoring as well as after school and Saturday school classes among many other programs. All of our students, without any exception, is able to benefit from these programs.
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.
Some of the instructional materials used in the ESL class are:
- | | |
|---|--------------------|
| Hit the Ground Running: Exploring Idioms in English | Options Publishing |
| Comprehensive Reading Assessment | Options Publishing |
| Finding the Main Idea | McDonald |
| Practical Grammar Activities | McDonald |
| Building Vocabulary | McDonald |
| Study Skills: Book A&B | McDonald |
| Visions: Language, Literature, Content | Thomson-Heinle |
| Reading Skills | Instructional |
| Fair | Language Practice |
| Comprehension: Skills | Steck Vaughn |
- All of our classrooms are equipped with smart boards which can be used for interactive lessons. Every teacher has access to laptops and desktops for students' use. Our ESL teacher also meets with the main subject teachers and provide them with material relevant to their classes which they can provide to our ESL population.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
All of our students are required to one year of a foreign language. In our school that foreign language is Spanish. All of our ELLs take Spanish classes and are able to further develop their native language. They also benefit from the fact that more than half of our staff members speak Spanish.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All teachers look at the proficiency level, age and grade of each student and based on that determine the services and support needed.
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).
All of our ELL's and their families are invited to come into an open house (late August) where services and support systems are explained to all of them. This allows those students the opportunity to meet their teachers before hand.
19. What language electives are offered to ELLs?
We do not offer any language elective, but we do offer a one year of Spanish.
20. For schools with dual language programs:
- 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.
 - 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)?

NA

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.)
Over the course of the school year 2015-2016, our English, ESL and NLA teachers, will conduct a series of 4 workshops focusing on how staff can adapt their methodology to best meet the needs of ELL students.

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

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

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

WORKSHOP 4: This workshop will be a follow up on the progress made by ELL students throughout the year. It will also focus on ELL students and the Regents exams. Teachers will have a chance to reflect on themselves as practitioners and how they can improve for the following year.
2. 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?
During weekly meetings, teachers and staff members discuss different issues concerning students. Everyone is informed of the academic and social status of each individual student in order to collectively determine how to get better results from each student. The ELL teacher shares with the rest of the staff improvements being made by the ELL students. The teachers then respond with any improvements they have noticed in their own classes and suggestions they may have for helping ELL students do better.

It is extremely important for a teacher to know the performance level of each one of his/her students and to see how their students are performing in other classes. This is an opportunity that our weekly meetings provide our staff members. There they can discuss different strategies that will, in the short and long run, help each one of our students.
Aside from our weekly meetings, the ELL teacher, as well as the rest of the staff attends different regional meetings and workshops offered by the Office of English Language Learners to gather more information on how to best serve our students. We will also organize more workshops where people from our network come to our school and talk to all our teachers about ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Every single one of our staff members participate in Weekly Professional Development (PD). In a year, we have approximately twenty PD's (1 hour and 1/2 each) of which five of them are pertaining to ELLs. Those five ELLs meeting are presented by Mr. Westry, our certified ESL teacher. It is an expectation that all our teachers will implement the methodologies, strategies and suggestions given in this meetings.
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.
Via our PDs described in question 3.

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?

Parents of ELLs need to be informed of the programs offered at the school and that is why at the beginning of the semester in September we have orientation sessions for parents of newly enrolled/identified ELL students. At this orientation we explain all three program choices to all parents in attendance. There we let every parent know about the services we can offer their children. For instance, if their children are newcomers, they will receive all the support necessary to be successful in school. The same programs are offered to long term ELLs and those students with special needs will be offered what is stated on their IEPs.

2. 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. Aside from orientation and workshops involving ELL Parents, we invite them to our schoolwide celebrations and our PTA meetings. About 40% of our ELL parents are active participants at these events. Our Parent Coordinator (Mr. Santana) is key. He makes calls and do mailings (using parents preferred language) to invite families in.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our PTA offers different workshops to all our parents. Some workshops related to: Financial Aid, Budgeting, First Aid, Voting Rights, etc. Some of those workshops are presented by school staff, while others are presented by outside agencies such as ENACT and Parenthood. Translation services are always available.
5. How do you evaluate the needs of the parents?
Parents' needs are evaluated through conversations and monthly meetings. Our school has an open door policy and parents are always welcome to come in and be part of our school community. We also asked them to fill out our Parent Surveys and other questionnaires. Translation services are always available.
6. How do your parental involvement activities address the needs of the parents?
All of our parental involvement activities are ran in English and Spanish as per parents' request. If needed, translators will be available. Our parent coordinator also surveys our parents in terms of specific and general needs.

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:

School Name: UA School Careers in Sports

School DBN: 07x548

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)
Johanny Garcia	Principal		10/29/15
Denise Valdez	Assistant Principal		10/29/15
Michael Santana	Parent Coordinator		10/29/15
Deforest Westry	ENL/Bilingual Teacher		10/29/15
Neheem Bowens	Parent		10/29/15
Daniela Carrillo	Teacher/Subject Area		10/29/15
Katherine Pena	Teacher/Subject Area		10/29/15
	Coach		1/1/01
	Coach		1/1/01
Paula Bremmer	School Counselor		10/29/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	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: **07x548** School Name: **UA School for Careers in Sports**
Superintendent: **Elaine Lindsey**

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.

Our Pupil Personnel Secretary generates the ATS RAPL report to identify the language preference of our parents. The student population of the Urban Assembly School for Careers in Sports is comprised of 69.1% Hispanic students. As such, the need for services for Spanish speaking parents is very great. 62.8% of the population prefers to speak and receive information in English, 35% prefers Spanish, and the remaining 2.2% prefer a different language. We also rely on the Emergency Contact Cards to update information. Through our Advisory system, parents are contacted beginning the last week of August. Advisors report back to the office households which are in need of translation services.

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

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

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.)

Monthly calendar of events - these are distributed at the end of every month. Field trips forms - when there is a trip. Clinic enrolment form - these forms are given to all 9th grade students within the first two weeks of school and any student who registers during the school year. Blue cards - to all 9th grade students during orientation and to any student who enrolls at any time during the school year. PTA meeting - PTA meetings reminders are mailed home the first Monday of every month. Senior dues and senior events - these letters are mailed home in the month of September and throughout the school year. Any program and opportunity for students throughout the school year are mailed home in both English and Spanish. The Discipline code, school year calendar, registration application and selection, discipline and code of conduct, will be distributed at the beginning of the year. Special education related services whenever needed. Lega or disciplinary matters, whenever needed.

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.

Curriculum Night took place on 9/30/15. Parent teacher conferences take place on 10/29/15, 10/30/15, 3/10/15, 10/11/15, and 5/10/15, 5/11/15. Parents are welcome at any time. Parents are also invited to meet with grade teams to discuss issues of concerns about their child. In each meeting there is at least one Spanish speaking teacher to translate for the parent and non-Spanish speaking teachers. Twice a year our 12th grade guidance counselor meets with the parents of those 12th grade students in need of intervention. Once per marking period phone calls are made to parents to inform them of their child's progress in all classes. Also, on a daily basis school aides and gared team leaders call home to inquire about their child's absences.

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.

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

2. Describe 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.

Our Parent Coordinator is primarily responsible for communicating in Spanish with Spanish speaking parents. He sits in on all meetings where translation is needed and speaks on the phone when necessary. In his absence, the principal's secretary, Dean, School Aides, Principal, and Assistant Principals, are all available to act as interpreters. The Parent Coordinator also attends all PTA meetings, ensuring that Spanish speaking parents feel a part of the school community and that their voices are being heard. In the event that he is not able to attend, one of the Spanish speaking administrators is always present.

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.)

All staff is aware of all Spanish speaking staff we have in the building available to translate for parents and non-Spanish speaking staff. During a PD the LAC will provide staff with information on how to use the translation services and will show the video played in the webinar on how to use the system in different scenarios.

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

There will be welcome posters located in different areas of the building. Parents' Bill of rights and Guide to Language access will be mailed home and will be available in the main office. The school will send a mailing out to all parents in June 2016 and September 2017 informing them of the Chancellor's regulation A-663 and the rights that it provides them. The Parent Coordinator will address the regulation in the November PTA meeting in the fall 2015. Security desk will receive the Language ID Guide and the over-the-phone card to remind them of the steps on how to obtain an interpreter for LEP visitors to the school (for other than Spanish, if applicable). LAC will send an internal letter to school staff twice a year

to remind them of their responsibilities of communication with LEP parents, and what resources are available to them. Parents will be inform of the critical documents they have access to in the DOE's website.

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)

Parents will be asked to complete a survey during parent teacher conferences.