2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP-CS)

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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## School Information

**School Name:** Careers in Sports High School  
**School Number (DBN):** 07X548  
**BEDS Code:** 320700011548  
**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:** Maria Colon  
**Parents’ Association President:** Katrina Smith  
**SLT Chairperson:** Johanny Garcia  
**Title I Parent Representative (or Parent Advisory Council Chairperson):** Melissa Wilson  
**Student Representative(s):** Angel Perez, IlanSolano  
**CBO Representative:** NA

## District Information

**Geographical District:** 07  
**Superintendent:** Carron Staple  
**Superintendent’s Office Address:** 1 Fordham Plaza Room 842A, Bronx, NY 10458  
**Superintendent’s Email Address:** cstaple@schools.nyc.gov  
**Phone Number:** 718-741-5834  
**Fax:** 718-741-7685

## Field Support Center (FSC)
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johann Garcia</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Maria Colon</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Katrina Smith</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Steve De Jesus</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Melissa Wilson</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Angel Perez</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>IanSolano</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paraprofessional</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guidance Counselor</td>
<td></td>
</tr>
<tr>
<td>MiosotisRios</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Maria Guridis</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Vivaldi Garcia</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Katherine Torres</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Bernette Ramdass</td>
<td>Member/ Teacher</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

**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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

| 1. What is your school’s mission statement? |

At Careers in Sports High School (CISHS) we are preparing our students to interact with the larger world effectively. We not only focus on the academic skills that students need in order to be successful in life but, we also focus on their social/emotional development through our sports theme and with the help of our dedicated and caring staff.
We believe that in order to prepare young people for the world at large, we must develop them into leaders who are able to problem solve, communicate effectively and are resilient.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

We have 574 students (Grades 9-12) and 79% of our student population is male. This we believe means we are not really comparable to other schools of equal size. The challenge for boys to engage in literacy and reading and their under-representation in college makes our work all the more challenging and, in the end, rewarding.

We are 68% Hispanic, 29% Black and 2% White and our ELL students represent 12% of our overall student numbers.

24% of our students (138) have Special Needs. 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.

We are housed in the Mott Haven Bronx Campus that consists of almost 2,000 students and houses three other high schools and a charter elementary school. While each school has its own classrooms, large areas like the auditorium, library and outdoor playing field are shared. In recent months we have also had to share our gym. Sharing space can sometimes be a challenge but we try to be good neighbors.

Our School-wide Instructional Focus is two-fold:

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:

**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 re-taught. Each department has at least a minimum number of
formative assessments they must all give each marking period. Each department has clearly articulated the percentage value of each assessment and weighted percentage of the summative and formative 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:

**College Success Center** provides students from the Campus with guidance pertaining to all aspects of college. They also organize college trips as well as college fairs.

**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 CISHS 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 CISHS 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 CISHS 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 CISHS with transferable college classes at no cost to CISHS students or their families.

**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.

**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 CISHS, 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.

**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.

3. Describe any special student populations and what their specific needs are.

During the 2017-2018 school year our English Language Learner population has increased by 2%. Many of the ELLs we are receiving have zero knowledge of English which have led us to program in a more strategic way. Aside from the service provided by the ENL teacher, whenever possible, these students are programmed into classes where the
teacher speaks their language. That has helped them with the transition. ELL students represent 12% of our overall student numbers.

24% of our students (138) have Special Needs. 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.

<table>
<thead>
<tr>
<th>4. Identify 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Framework for Great Schools’ element that we made the most progress over the past year was the one around Supportive Environment. Thanks to the addition of Single Shepherd counselors, we were able to provide our students with more individualized and timely guidance.</td>
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<tr>
<td>We are still focusing on deepening our work on Strong Family-Community Ties.</td>
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</tbody>
</table>
### School Demographics and Accountability Snapshot for 07X548

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>09,10,11,12</th>
<th>Total Enrollment (2017-18)</th>
<th>515</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
</table>

#### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>N/A</th>
<th>Dual Language</th>
<th>N/A</th>
<th>Self-Contained English as a Second Language</th>
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#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>6</th>
<th># SETSS (ELA)</th>
<th>53</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>174</th>
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</thead>
<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>7</td>
<td># SETSS (Math)</td>
<td>37</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>129</td>
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</table>

<table>
<thead>
<tr>
<th>Types and Number of Special Classes (2018-19)</th>
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<table>
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<tr>
<th># Visual Arts</th>
<th>5</th>
<th># Music</th>
<th># Drama</th>
<th># CTE</th>
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#### School Composition (2017-18)

<table>
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<tr>
<th>% Title I Population</th>
<th>89.0%</th>
<th>% Attendance Rate</th>
<th>78.5%</th>
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</thead>
<tbody>
<tr>
<td>% Free Lunch</td>
<td>84.9%</td>
<td>% Reduced Lunch</td>
<td>3.7%</td>
</tr>
<tr>
<td>% Limited English Proficient</td>
<td>12.0%</td>
<td>% Students with Disabilities</td>
<td>23.7%</td>
</tr>
</tbody>
</table>

#### Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>0.4%</th>
<th>% Black or African American</th>
<th>29.1%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Hispanic or Latino</td>
<td>67.6%</td>
<td>% Asian or Native Hawaiian/Pacific Islander</td>
<td>1.0%</td>
</tr>
<tr>
<td>% White</td>
<td>1.9%</td>
<td>% Multi-Racial</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

#### Personnel (2015-16)

<table>
<thead>
<tr>
<th>Year Principal Assigned to School (2018-19)</th>
<th># of Assistant Principals (2016-17)</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Teachers with No Valid Teaching Certificate</td>
<td>% Teaching Out of Certification</td>
<td>17%</td>
</tr>
<tr>
<td>% Teaching with Fewer Than 3 Years of Experience</td>
<td>Average Teacher Absences (2014-15)</td>
<td>72</td>
</tr>
</tbody>
</table>

#### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>N/A</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
<td>N/A</td>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Student Performance for High Schools (2016-17)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>75%</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>79%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global History Performance at levels 3 &amp; 4</td>
<td>66%</td>
<td>US History Performance at Levels 3 &amp; 4</td>
<td>73%</td>
</tr>
<tr>
<td>4 Year Graduation Rate</td>
<td>67.9%</td>
<td>6 Year Graduation Rate (2011 Cohort)</td>
<td>79.9%</td>
</tr>
<tr>
<td>Regents Diploma w/ Advanced Designation</td>
<td>0.0%</td>
<td>% ELA/Math Aspirational Performance Measures (2015-16)</td>
<td>7%</td>
</tr>
</tbody>
</table>

#### Overall NYSED Accountability Status (2018-19)

<table>
<thead>
<tr>
<th>Reward</th>
<th>No</th>
<th>Recognition</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Good Standing</td>
<td>Yes</td>
<td>Local Assistance Plan</td>
<td>No</td>
</tr>
<tr>
<td>Focus District</td>
<td>Yes</td>
<td>Focus School Identified by a Focus District</td>
<td>No</td>
</tr>
<tr>
<td>Priority School</td>
<td>No</td>
<td>Focus Subgroups</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
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<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Science (2016-17)

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Science (2016-17)</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
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<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### High School

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
<th>N/A</th>
<th>Black or African American</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
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<td>Multi-Racial</td>
<td>N/A</td>
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<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
<th>N/A</th>
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<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Graduation (2016-17)</th>
<th>N/A</th>
<th>Black or African American</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American</td>
<td>YES</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>YES</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>YES</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
<td>YES</td>
</tr>
</tbody>
</table>
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Area of celebrations as per spring 2017 PPO visit:

- You have ensured that the school’s approach to culture-building, discipline, and social-emotional support considers the needs of each child, resulting in students being known well by at least one adult. You have put structures in place that ensure that student voice and leadership are welcomed and valued (i.e. through your student government, the Teaching Assistant program, etc.). You have ensured that you align professional development, family outreach, and student learning experiences (through the use of the text Lost at School, etc.). (1.4)
- You have ensured your staff consistently communicates expectations that are connected to the path towards graduation and college readiness (i.e. through college fairs, career day events, college trips, alumni presentations, Kinvo, etc.). Students are also kept well-informed of their progress along their path (through Kinvo, individualized meetings with counselors, mailings, the website, Kid Talk conversations, etc.). (3.4)

Areas of Focus / Next Steps

- Teachers’ plans and tasks are aligned to the curricula and emphasize CCLS defined skills. Additionally, daily tasks are emphasizing rigorous habits and higher-order skills (i.e. making inferences, historical analysis, reading and annotating to make informed hypotheses, etc.). Develop teacher capacity to design lessons that sustain student engagement independent of the teacher and include differentiated strategies that hold all students accountable for participation in each portion of the lesson (i.e. during a full-class share-out, etc.). In order to increase teacher confidence in students being able to work independent of teacher guidance for sustained periods of time, focus teachers on designing highly structured tasks with clear assessment criteria and accountability. In order to gather data to support you in this work, consider conducting an administrative walkthrough to gather data on how much time students are spending working independent of the teacher.(1.1)
- Across classrooms, teaching practices are becoming aligned to the school’s instructional focus and other instructional priorities (i.e. academic student-to-student interactions, classrooms where students take an active role, etc.). Continue to build teacher capacity to implement strategies that support your instructional focus, ensuring lessons

During the 2017-2018 Quality Review, our school received a proficient on Indicator 1.2 Pedagogy. Here is what the quality review found:

Across classrooms, students had structured opportunities to engage in tasks on their own or with their peers to build critical thinking skills through an intense focus on project-based and problem-based instruction. In some classrooms, however, tasks are still heavily scaffolded and teacher-directed, hindering student independence, and ownership. For
example, in a math class, although the lesson plan stated that students would be given tasks on varying levels of difficulty to work independently, the teacher dominated the lesson, focusing on one problem. Now, there were few opportunities for students to turn and talk and to work independently on problems that offer extension into more academically challenged material. Similarly, in a science class, the warm up lasted longer than necessary, and the lesson did not strategically provide multiple entry points and high quality supports and extensions into the curricula for all learners to be cognitively engaged.

### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, teachers will design and implement 10 Regents aligned tasks to build student confidence and risk taking on the constructed responses resulting in a 5% increase in points accrued on the Part C of the Algebra and Living Environment Regents.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>

1. By the third week of September all teachers will give out a survey/questionnaire asking students to share how they learn best. Teachers can use Gardner’s kinds of learning as an example. Teachers will use this information to inform their lesson plan design.

   **Target Group(s)**: All Staff
   **Timeline**: September 2018 - October 2018
   **Key Personnel**: Grade Level Leaders:
   - MS. Rodriguez
   - Mr. Cecarelli
   - Ms. Ramdas
   - Ms. Eversley

2. By the third week of September all teachers will have an Engrade account and tutorial so they can have up-to-date information on their success.

   **Target Group(s)**: All Staff
   **Timeline**: September 2018
   **Key Personnel**: Administrative Team
   - Ms. Valdez

3. By the end of the first marking period all teachers will share their rationale for student grouping. The rationale needs to include how teachers will be reaching all of our students (ELLS, SIFE, Students with disability, etc)

   **Target Group(s)**: All Staff
   **Timeline**: September-November 2018
   **Key Personnel**: Department Chairs
   - Ms. Ramdass
   - Ms. Torres
   - Ms. Siegel
4. By the end of the first marking period all teachers will hand in a Unit Plan for the next semester that groups students, gives the rationale for grouping and gives students different options to share student success. These strategies will be implemented and revised throughout the school year.

<table>
<thead>
<tr>
<th>All Staff</th>
<th>September-June 2019</th>
<th>Administrative Team</th>
</tr>
</thead>
</table>

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Throughout the year, we will be having parent orientations, PTA workshops and conferences with the goal to best engage and inform parents about Common Core and Rigorous Instruction. Global Kids will also provide workshops to all parents, where they will be provided with strategies to best support their children when it comes to academics. Phone calls and mailing will take place as needed. Our Parent Coordinator and PTA President (Mr. Santana and Ms. Smith) will coordinate, in collaboration with administration and Department Chairs, specific workshops/opportunities geared towards increasing parents engagement and understanding of rigorous instruction.

**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.

* Instructional Cabinet members will receive per session to review the Unit Plans.
* Department Common planning time will be schedule for teacher teams to work on goal
* Instructional materials such as software, books and technology will be made available.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>C4E</th>
<th>21st Century Grant</th>
<th>Title I SPW</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
</table>

**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 February 2019, 1 unit will be reviewed with a concentration on group work and differentiated instruction. 50% of our classrooms will displayed a more student centered atmosphere as evident by the multiple opportunities offered for students to work in pairs, triads or groups.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)
Administration will review and critique all units using the Equip rubric.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Our 2016-17 School Quality Guide reveals that 93% of students agreed or strongly agreed that they feel safe in their classes at their school, 88% of students agreed or strongly agreed that they feel safe in the hallways, bathrooms, locker rooms, and cafeteria of their school, and 74% of students agreed or strongly agreed that they feel safe traveling between home and their school; however, in the same School Quality Guide there is an area under Supportive Environment which indicates that there is a need for growth in social emotional areas as the positive percentile is below the borough and city average. It is our goal to increase this percentage with the inclusion of adult and peer mentors, Culturally Responsive Curriculum and varying holistic and progressive approaches.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, as a result of our Single Shepherd initiative, a retooled counseling department and our work around developing a more culturally responsive curriculum, we intend to strengthen social-emotional supports as evidenced by a 23% decrease in our total (Principal and Superintendent) annual suspension rate, moving from 39 SY’ 2017-2018 suspensions to 30 in SY’ 2018-2019 as per OORS reports.
## Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th><strong>Target Group(s)</strong></th>
<th><strong>Timeline</strong></th>
<th><strong>Key Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
</tbody>
</table>

| **Strengthening of the Single Shepherd Initiative at our school now in its third year, whereby four additional counselors and one additional social worker have contributed to a decrease in the counselor caseload, increasing adult/student interaction.** | Counselors and Social Workers | September 2018-June 2019 | Administration, CBO Ms. Valdez (AP) Mr. Then (Global Kids) |
| **Strengthening of the Teacher Assistant Connection into our school schedule, now in our second year whereby 12th grade students support lower level students. The accompanying development of leadership skills that provides an elective credit and a service project component. Leaders will be under the supervision of teacher advisors. Approximately 20-25 students will take on the leadership roles.** | Classroom Teachers | September 2018-June 2019 | Administration, Mr. Garcia (Principal) Grade Level Leader Ms. Eversley |
| **We will be using a Peer Mediation Approach to deal with students behavior** | Students | Ongoing | Counselors Ms. Elliott |
| **RAMAPO for children will be providing Positive Behavior Intervention workshops for our whole staff as well as in classroom support.** | Classroom Teachers | September 2018 - June 2019 | Principal Department Chairs |
| **Periodical oversight and analysis of OORS reports, advance observations and counselors caseloads.** | Teachers and Counselors | Ongoing | Administration |
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Our school structure supports daily conferences with parents via our Grade Level Teams and Counselors. School wide functions, including Family Night, are always open to all our parents. Our Parent Coordinator (Michel Santana) is instrumental in sharing this vision of our school and in maintaining the positive support system for our parents. He organizes all of our Parent Meetings and is integral in daily communication via KINVOLVED texting, phone calls, email and participation in parent/teacher/administration meetings.

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.

*We allocate funds for per session for after school events, per diem substitutes as needed for teacher PD, and educational consultants.
*We allocate funds for updating technology, books, software,
*We allocate funds to support an in-house managed after school program that provides for academic support and extracurricular enrichment. We fund, teachers for tutoring and school support staff to enhance academic and sports activities. Supervisors will also be maintained to monitor the program.

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

| X | Tax Levy | || | Title I SWP | || | Title I TA | || | Title II, Part A | X | Title III, Part A | || | Title III, Immigrant |
| || | C4E | || | 21st Century Grant | || | SIG | || | 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 February 2019, there will be a decrease of 20% in suspensions from last school year as measured by OORS reports between September 2018 to February 2019 compared to OORS reports between September 2017 to February 2018.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

OORS reports detailed by levels

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our 2018 graduation rate including August 2018 was 57%. Now, we have identified different strategies which have proven to be successful, we want to raise our graduation rate to 67%.

During the 2016-2017 Quality Review, our school received a developing on Indicator 1.2 – Pedagogy. Here is what the quality review found:

Across all classrooms, there was evidence of clear learning targets and lesson planning aligned to the workshop model. In most classrooms, teaching strategies included teachers using and requiring students to use academic vocabulary, scaffolding techniques and student-choice that is encouraged when choosing a strategy to use. For example, in math classrooms, students are encouraged to evaluate which strategies are most effective for each of them to use, which will help them be most successful with the problems they encounter.

- Across classrooms, students had structured opportunities to engage in tasks on their own or with their peers to build critical thinking skills through an intense focus on project-based and problem-based instruction. In some classrooms, however, tasks are still heavily scaffolded and teacher-directed, hindering student independence, and ownership. For example, in a math class, although the lesson plan stated that students would be given tasks on varying levels of difficulty to work independently, the teacher dominated the lesson, focusing on one problem. Now, there were few opportunities for students to turn and talk and to work independently on problems that offer extension into more academically challenged material. Similarly, in a science class, the warm up lasted longer than necessary, and the lesson did not strategically provide multiple entry points and high quality supports and extensions into the curricula for all learners to be cognitively engaged.
- Teachers use Smartboards to display visuals and discuss the content and skills being taught throughout the lesson. Currently, there is an emphasis on Danielson (3b), Using questioning and discussing techniques to engage all learners and increase student participation in discussions. Because of this, teachers use questions to guide the class discussion. In a United States History class, the teacher posed to the class, “Which taxes do you prefer – progressive, regressive or flat tax?” Students compared regressive, progressive and flat taxes and then debated with each other.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, as a result of the Single Shepherd program and their collaboration with the faculty around the 12th grade “adoptee” initiative, there will be a 10% increase in our four year graduation rate moving from 57% in SY’ 2017-18 to 67% in SY’ 2018-19.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual and grade wide meetings with current 12th graders to discuss their academic status and what is needed for them to be successful.</td>
<td>12th Grade September 2018-June 2019</td>
<td>Administrators, 12th Grade Team</td>
</tr>
<tr>
<td>Twelfth-grade staff adopts students who are struggling or in danger of failing and pay close attention to sub groups such as ELL, SWD, etc.</td>
<td>12th Grade October 2018-June 2019</td>
<td>Administrators, 12th Grade Team</td>
</tr>
<tr>
<td>Students meet with Guidance Counselor and an AP to sign contracts indicating next steps needed to be successful</td>
<td>12th Grade October 2018-June 2019</td>
<td>Administrators, 12th Grade Team</td>
</tr>
<tr>
<td>Urban Dove will support our students with mentoring, SAT Prep and tutoring at least twice a week after school.</td>
<td>12th Grade October 2018-June 2019</td>
<td>Administrators, 12th Grade Team</td>
</tr>
<tr>
<td>An after school homework and study hall center will be created for 12th graders</td>
<td>12th Grade October 2018-June 2019</td>
<td>Administrators, 12th Grade Team</td>
</tr>
<tr>
<td>Bi-weekly reports are sent to parents, keeping them inform of their children’s performance, using Engrade Pro</td>
<td>12th Grade September 2018-June 2019</td>
<td>Administrators, 12th Grade Team</td>
</tr>
<tr>
<td>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.</td>
<td>12th Grade September 2018-June 2019</td>
<td>Administrators, 12th Grade Team</td>
</tr>
<tr>
<td>Workshops on graduation requirements and financial aid will be held</td>
<td>12th Grade September 2018-June 2019</td>
<td>Administrators, 12th Grade Team</td>
</tr>
</tbody>
</table>

Learning walks, Engrade usage reports, observations, meetings and marking period grades analysis will be done to monitor these initiatives

| 12th grade teachers and students | Ongoing | Administration Parent Coordinator |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
Family will be an integral part of this work as we will be conducting periodic meetings involving parents, teachers and students. The first conference will happen at the end of the first week, as we welcome them to our school via a grade wide event. An Assistant Principal and Grade Level Leaders will be responsible for implementation and oversight.

### 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 for teachers and supervisors
  - CBO
  - Guidance Counselor

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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 February 2019, 67% of students will be on track to graduate as measured by the STARS Progress to Graduation Tracker (PTGT).

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Teachers and administrators will be looking at Engrade (our school online grading system), mid-marking period progress reports, Report Cards and STARS reports.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and 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. Students earning 10 plus credits have been an issue in some of our grades.

During the 2016-2017 Quality Review, our school received a Proficient on Indicator 1.1 – Curriculum. Here is what the quality review found:

The school uses a uniform school-wide template to create lesson plans that include the New York State content standards and Common Core Learning Standards. The school’s focus is included with essential questions, materials, literacy and differentiation strategies, vocabulary, content knowledge, language, and performance skills. Thematic connections and assessments and reflection activities are specified on lesson plans.

· Curricula maps provide evidence that the school develops rigorous academic tasks through the adaptation of instructional materials from EngageNY, Common Core Library, and the Science and Social Studies Scope and Sequence. Most lesson plans included differentiation for students, learning objectives, “do now,” Common Core Learning Standards, vocabulary, aim, assessment, materials, essential questions, and homework.

· Curriculum planning and refinement take place two to three times a year based on data and authentic student work. Teachers look at student work regularly to determine students’ understanding, and to evaluate and modify curricula and academic tasks. Moreover, teacher teams regularly engage with data gathered from assessments to reflect student growth, as well as, gaps in student learning. For example, on a recent English assessment, students demonstrated skill deficiencies when engaging with informational texts. English teachers adjusted their instructional focus to include more informational texts, and to explicitly address Common Core Learning Standards that focused on vocabulary development and comprehending central ideas. Teacher teams have ensured continued improvement of the quality of their curriculum planning and mapping with the utilization of peer evaluation of unit plans.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART--Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, as a result of school leaders supervision, focused on students’ academic performance, 75 percent of 9th grade students will accumulate at least 10 credits as measured by the June 2019 scholarship reports.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 9th grade staff will “adopt” students who are struggling or in danger of failing after the first marking period.</td>
<td>9th Graders</td>
<td>September - June 2019</td>
</tr>
<tr>
<td>2. Admin team will meet with 9th grade Team once a month to identify students who are in danger to hear possible solutions and updates.</td>
<td>9th Grade Staff</td>
<td>Ongoing</td>
</tr>
<tr>
<td>3. All 9th grade students will be given an Engrade account and trained in its use so they can continually have access to timely feedback.</td>
<td>9th Graders</td>
<td>September 2018 - June 2019</td>
</tr>
<tr>
<td>4. Admin Team will check 9th grade Engrade teachers accounts to see if grades are updated regularly.</td>
<td>9th Grade Staff</td>
<td>Ongoing</td>
</tr>
<tr>
<td>5. Single Shepherd and Grade Level team members will meet with students in danger of failing to identify strategies to increase student success. Strategies will include: student actions, teacher actions and school actions to improve outcomes. Staff members have the option of using the protocol described in “Lost at School” to facilitate these meetings.</td>
<td>Counselors</td>
<td>Ongoing</td>
</tr>
<tr>
<td>6. Effective supervision, through advance, will hold teachers accountable and professional development will be provided to support and strengthen teachers ’ instructional practice. the result will be an improvement in students outcomes.</td>
<td>All teachers</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
As mentioned before, in 2018-2019 school year we will be hosting more parent activities where we will be able to disseminate needed information as well as engage families in the academic process. Our Parent Coordinator in conjunction with the 9th grade team will be in charge of this initiative, under the supervision of an AP.

Parents will also be invited to school wide events such as our November and December luncheon, May Career and Olympic Day and June Top 100 Celebration.

### 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 for Staff to run after school conferences and workshops

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.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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.

1. Mid-marking period, starting in October, teachers, students and families will received mid-marking periods progress reports highlighting students performance and next steps.

2. By February 2019, 80 percent of 9th grade students will accumulate at least 5 core credits as measured by the February 2019 scholarship reports

3. By the end of January 2019, 9th grade teachers will share inquiry team best practices during a school wide PDs.

#### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Student passing rates as per STARS Scholarship Reports

#### Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our expected attendance rate for school year 2017-2018 is 78%. For the last two years the attendance rate has been 79%. Careers in Sports High School (CISH) has shifted its thinking to communicate the high expectations that we as a school community share 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 2016-2017 Quality Review, our school received a proficient on Indicator 3.4 – High Expectations. Here is what the quality review found:

*School leaders communicate high expectations for staff, as evidenced by the professional development opportunities and faculty conferences. Additionally, teacher handbooks and orientation folders set expectations and norm pedagogically practices. School leaders have aligned the school’s instructional foci and use the Danielson Framework for Teaching to provide feedback.

- Parents shared the many opportunities the school affords their children, such as preparatory courses and tutoring. Parents stated that the school communicates via email, phone calls, and mail. Parents shared that the school uses an online grading platform that allows parents and students to view student and school information, such as student attendance records, class schedule, and grades. This provides continuous feedback to support families with understanding student progress. The parents are dedicated to their school. One parent was unable to make it and called in to share how the school positively impacted her daughter by assisting her daughter prepare for the Global History Regents. Parents access their children’s grades from the school’s online grading platform, receive standards-based report cards that delineate students’ academic accomplishments and expressed appreciation for the intuitiveness of standards-based grading.
- Parents receive information about their children’s progress towards graduation. Parents stated that administrators and teachers are focused on ensuring that their children complete all the requirements for their courses. Families are pleased with the initiatives, such as college trips that widen students’ options when making decisions about career and educational goals. They feel supported in helping their children meet the high expectations that have been articulated by the principal.

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*School leaders communicate high expectations for staff, as evidenced by the professional development opportunities and faculty conferences. Additionally, teacher handbooks and orientation folders set expectations and norm pedagogically practices. School leaders have aligned the school’s instructional foci and use the Danielson Framework for Teaching to provide feedback.

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**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, as a result of 100% of teachers using KINVOLVED, there will be a 5% increase in overall school-wide average attendance, as measured by the 2018-2019 ATS RYMA report, compared to the 2017-2018 ATS RYMA report.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 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).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The Attendance Team including members of Single Shepherd, school administration and Counseling Team will meet once a week to look at patterns of absence and make recommendations for next steps. These recommendations would include but are not limited to: Home visits; phone calls; requests that families come in to discuss absences.

   **Target Group(s):** Attendance Team
   **Timeline:** September 2018-June 2019
   **Key Personnel:** Administration and Counselors

2. Parents will have access to Engradepro where they too can see how work is going as well as their child’s attendance.

   **Target Group(s):** All Parents
   **Timeline:** September 2018-June 2019
   **Key Personnel:** Teachers and administration

3. 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)

   **Target Group(s):** Students
   **Timeline:** September 2018-June 2019
   **Key Personnel:** Administration

- 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)
- Translate all critical school documents and provide interpretation during meetings and events as needed;

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

- Global Kids
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 sessions for teachers and counselors
- Grade Level common planning periods
- School Social Worker, Two Guidance Counselors, Two Attendance Teachers, Pupil Accounting Secretary

Human Resources
- Urban Dove Community Based Organization

Instructional resources
- Engrade Pro licenses
- Kinvolved

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
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<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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 June 2019, as a result of 100% of teachers using KINVOLVED, there will be a 5% increase in overall school-wide average attendance, as measured by the ATS RYMA report for the period of September 2018-February 2019 compared to the ATS RYMA report for the period of September 2017 to February 2018.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

ATS reports

Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Level 1 students receive</td>
<td>Reading</td>
<td>Small groups</td>
<td>During School Day</td>
</tr>
<tr>
<td></td>
<td>Level 2 students receive</td>
<td>*Writing</td>
<td></td>
<td>*Before and After School</td>
</tr>
<tr>
<td></td>
<td>Students who failed the first marking period receive</td>
<td>*Push In</td>
<td></td>
<td>*Saturday School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Pull Out</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Regents Prep Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Level 1 students receive</td>
<td>*Math skills</td>
<td>Small groups</td>
<td>During School Day</td>
</tr>
<tr>
<td></td>
<td>Level 2 students receive</td>
<td>*Word Problems</td>
<td>*Whole Class</td>
<td>*Before and After School</td>
</tr>
<tr>
<td></td>
<td>Students who failed the first marking period receive</td>
<td>*Problem Solving</td>
<td></td>
<td>*Saturday School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Extra Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Regents Prep Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Level 1 students receive</td>
<td>Regents Prep Classes</td>
<td>Small groups</td>
<td>During School Day</td>
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<tr>
<td></td>
<td>Level 2 students receive</td>
<td></td>
<td></td>
<td>*Before and After School</td>
</tr>
<tr>
<td></td>
<td>Students who failed the first marking period receive</td>
<td></td>
<td></td>
<td>*Saturday School</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Level 1 students receive</td>
<td>* Regents Prep Classes</td>
<td>Small groups</td>
<td>During School Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*Before and After School</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Level 1 students receive</td>
<td>Level 2 students receive</td>
<td>Students who failed the first marking period receive</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------------</td>
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<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>*Saturday School *</td>
<td></td>
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<tr>
<td><strong>Counseling</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><em>Individual</em></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><em>Small Groups</em></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><em>Whole Class</em></td>
<td></td>
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<tr>
<td><em>Grade Level Assemblies</em></td>
<td></td>
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<tr>
<td><strong>During School Day</strong></td>
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<tr>
<td><em>Before and After School</em></td>
<td></td>
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<tr>
<td><strong>Level 2 students receive</strong></td>
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<tr>
<td>Students who failed the first marking period receive</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**


**Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   |   |
   |---|---|
   | 61 |

2. Please describe the services you are planning to provide to the STH population.

   - Provide school materials as needed: Book-bags, paper, binders, pens
   - Clothing as needed.
   - Counseling and academic interventions as needed. Tutoring, homework help.

**Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   |   |
   |---|---|
   | NA |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

NA
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

School wide pd s to ensure our staff is highly qualified

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 Instructional Leads 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. Principal and Assistant Principals attend district PDs.

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
Part 4: SWP Schools Only

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

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

NA

4b. Measures to Include Teachers in DecisionsRegarding 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 CIHS, 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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>447,342.00</td>
<td>X</td>
<td>14, 16, 19, 22, 25</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12,366.00</td>
<td>X</td>
<td>14, 22, 25</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

### Parent and Family Engagement Policy

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. Careers in Sports High School, in compliance with the Section 1118 of Title I, Part A of the ESSA 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.

### Support for Parents and Family Members of Title I Students

**Careers in Sports High School** will support parents and families of Title I students by:

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

The school’s Parent Involvement

**Parental Involvement and School Quality**

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., ESSA/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 Every Student Succeeds 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;

Encouraging School-Level Parental Involvement

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)

Careers in Sports High School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

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;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

### I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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

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.
Addendum: Community School Partnerships

Directions: The Community School (CS) strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

Part 1 – Community School Partnerships Goal(s)

How is the CS strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?

This will be our first year as a Community School. Global Kids will be an integral part of our whole school community as their presence will be felt in the cafeteria, hallways and classroom. We will be doing a need assessment walkthrough to identify areas of needs.

Indicate the summative goal(s) of the Community School for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

1. By June 2019, there will be a 5% increase in student attendance (from 78% to 83%).
   - Global Kids will lead monthly attendance competitions (for students who have achieved 100%, 90-99%, and students who improve attendance by 10% or more).
   - Initiation of Student Success Mentoring will provide students with adult mentors to monitor attendance. Success mentors will receive weekly email to identify students in need of attention, students who have fallen below attendance goals, and students who have met (or exceeded) their attendance goals.
   - Families will be notified once students have missed five days. We will call parents, send email, and use Kinvolved messages. For every additional five days missed, parents will be asked to visit the school or a home visit will be initiated.

2. By June 2019, all chronically absent students will be assigned a success mentor and develop positive attendance plans.
   - Incoming freshman with attendance falling below 90% will be identified using the Heat Map and targeted for immediate attendance support.
   - Global Kids will work with counselors to create positive attendance plans.
   - Students who show improvement will be acknowledged in monthly attendance celebrations. Families will also be incentivized and acknowledged to maintain improvement.
   - Home visits will be initiated when students do not meet weekly attendance goals.

3. In collaboration with the Campus Success Center, Global Kids will support juniors and seniors develop college and career goals. In particular, Global Kids will support students at risk of being retained or behind in course credits in order to promote on-time graduation and the development of post-secondary plans.
   - Work with counselors to identify juniors and seniors in need of support and identify areas in which additional services would be beneficial.
   - Provide teachers with per-session pay to provide tutoring for identified students.
4. By June 2019, at least ¼ of the families at Careers in Sports will participate in one of the following: schoolwide activities, community school team meetings, volunteer opportunities, parent-teacher conferences, etc.

- Provide advance notice of monthly opportunities for families to participate in.

Use Kinvolved to open lines of communications between families and school.

Please answer the following Question as it relates to meeting your Community School Annual Goal(s):

How will achieving your Community School Goal(s) -- in Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness -- support your academic goals for students?

Global Kids will work with Careers in Sports staff to facilitate lunch clubs related to specific areas of social and emotional growth among students. There are a significant number of activities which occur after school so Global Kids will work with administrators and leaders of community-based organizations within the school to coordinate the activities and make sure they run smoothly.

Global Kids will also attend weekly attendance meetings and work with counselors and attendance teacher to increase daily attendance and attendance for students who are chronically absent.

In order to achieve our family engagement goals, Global Kids will partner with the parent coordinator, counselors, and others to build rapport with parents, create a community culture around family engagement, and provide a diverse array of opportunities for families to become involved.

Global Kids will also hire a social worker to support work around substance abuse among students and lead groups. The Global Kids social worker will work with counselors to identify students who are appropriate for group counseling and help those students meet their therapeutic goals.

Part 2 – Community School Partnerships Core Services Action Plan

Part 2a. Identify the Community-based Organization (CBO) partnerships that you will develop in ELT, Attendance Supports, Family Engagement, and Health & Wellness, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBOs should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY18-19 SMART Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLOBAL KIDS</td>
<td>ALL STUDENTS</td>
<td>LEADERSHIP, ACADEMIC, ATTENDANCE</td>
<td>ALL</td>
</tr>
</tbody>
</table>

Part 3 – Budget and Resource Alignment

Part 3a. Indicate resources your Community Partnership will leverage to achieve your summative SMART goal(s) and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
We will leverage the Community School budget in addition to the school’s Galaxy budget to support programs and activities.

Part 3b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 3c. Describe how the school will partner with the Lead CBO to do the following:

1. Community Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Community School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

Careers in Sports and the Community School Director (CSD) will partners together to implement support, activities and resources to enrich the school climate, ELT opportunities, attendance improvement efforts, family engagement and community service projects.

The extended learning time and after school programming will be tailored based on student’s choice and school’s recommendation.

Parents are welcomed to attend our SLT and CST meetings, parent meetings or request a meeting with school administration. Our school community forum will reflect on the accomplishments of the past year, and an overview of the direction for the next year.
Part 4 – Community School Partnerships Oversight

Part 4a. Key Staff and Partners
1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)
2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.
3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students.

Community School Team Members will include:

- Principal
- CSD
- Parent Coordinator
- Community Coordinator
- PA or PTA Representative
- Student Government Representative

Part 4b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

Global Kids in collaboration with the guidance team, support staff and other CBO organizations.

Part 4c. Timeline for implementation and completion, including start and end dates.

July 2018 – July 2019

Part 4d. Mental Health Work Plan

Separate from this S/CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.

CSD meets with school administration at least once per week. CSD will be part of the attendance meetings and is involved with using the Data Sorter to assist in action plans for students.
Title III Supplemental Program for ELLs for the 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
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</table>

This school is (check one):
- ☒ Conceptually consolidated (skip part E below)
- ☐ 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):
- ☐ Before school
- ☒ After school
- ☒ Saturday academy

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):
- ☐ K
- ☒ 1
- ☒ 2
- ☒ 3
- ☒ 4
- ☒ 5
- ☒ 6
- ☐ 7
- ☐ 8
- ☒ 9
- ☒ 10
- ☒ 11
- ☒ 12
- 33
Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: _____
# of certified ESL/Bilingual teachers: _____
# of content area teachers: _____

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 Careers in Sports High School 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 our ELA teachers to better support and help develop the literacy skills of our ELLs. Mr. Westry meets with English teachers on Wednesdays from 10:00 to 10:45 and with Math and Science teachers on Tuesdays from 12:24 to 1:09. 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 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.

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 Wednesdays from 10:00 am - 10:45 am. 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 students. The ESL Teacher within this meeting will provide professional
**Part C: Professional Development**

Development on ESL topics on the specified dates below to all teachers of ELLs: The whole staff meets once a week on Mondays, 2:50 pm - 4:05 pm. These meetings are mandated and at no cost to Title III. The schedule for the Spring Term is as follows:

- **September 17th**: ESL Teacher: Integrating ESL Strategies to Common Core Aligned Units.
- **October 15th**: ESL Teacher: Looking at first marking periods grades (as per Engrade) and go over strategies to make sure ELLs are successful.
- **November 19th**: ESL Teacher: Meeting ELLs where they are, creating realistic standards and goals for our ELLs.
- **December 10th**: ESL Teachers: Creating cultural relevant and sensitive curriculum to support and engage our ELLs. The ESL teacher as well as the rest of the staff will also attend professional developments provided by the district and school. The ESL/ELA/ Spanish Foreign Language departments will share with other teachers and departments 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 throughout the rest of the semester. These will be the topics: - **Resources for ELL in the city** ------ September 11th - How to get our ELL and Immigrant students ready for state standards ------ October 9th - Managing Financial Aid - on how to pay for college ------ November 13th - Time: 6:00 - 7:30 PM Parents will be notified by letters, flyers and mass calls. Our Parent Coordinator’s (Michael Santana) services are at no cost to Title III.

**Part E: Budget**

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

<table>
<thead>
<tr>
<th>Allocation Amount: $_____</th>
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</thead>
<tbody>
<tr>
<td><strong>Budget Category</strong></td>
</tr>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
</tr>
<tr>
<td>- Per session</td>
</tr>
<tr>
<td>- Per diem</td>
</tr>
</tbody>
</table>
### Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purchased services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
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<tr>
<td><strong>Supplies and materials</strong></td>
<td></td>
<td></td>
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<tr>
<td>• Must be supplemental.</td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
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<tr>
<td>• Must be clearly listed.</td>
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<tr>
<td>Educational Software (Object Code 199)</td>
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<tr>
<td>Travel</td>
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<td>Other</td>
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<td><strong>TOTAL</strong></td>
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</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District 07</th>
<th>Borough Bronx</th>
<th>School Number 548</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name Careers in Sports High School</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal Johnny Garcia</th>
<th>Assistant Principal Denise Valdez</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach type here</td>
<td>Coach type here</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher Deforest Westry</td>
<td>School Counselor Lisa Vargas</td>
</tr>
<tr>
<td>Teacher/Subject Area Sherade McKitty / English</td>
<td>Parent Katrina Smith</td>
</tr>
<tr>
<td>Teacher/Subject Area Katherine Pena / Spanish</td>
<td>Parent Coordinator Michael Santana</td>
</tr>
<tr>
<td>Related-Service Provider Jennifer Elliott</td>
<td>Field Support Center Staff Member Jose Ruiz</td>
</tr>
<tr>
<td>Superintendent Carron Staple</td>
<td>Other (Name and Title) type here</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>1</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>0</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</td>
<td>0</td>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
<td>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]</td>
<td>0</td>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
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</table>

D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

- Transitional bilingual education program (TBE)
  - Yes
  - No
  - If yes, indicate language(s):

- Dual language program (DL)
  - Yes
  - No
  - If yes, indicate language(s):

- Freestanding ENL
  - Yes
  - No

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
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<th>5</th>
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<tbody>
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<td>TBE</td>
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Part III: Assessment Analysis

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   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 NewsEla. Thirteen of our ELLs are at the Entering level. These thirteen students mainly struggle with the writing process and speaking. Our teachers are instructed to provide students with materials both in English and the student's home language. Most of our ELLs (86) choose English over any other language.

2. What structures do you have in place to support this effort?
General education teachers are provided time to co-plan with the ENL teacher, Mr. Westry. Textbooks and books are purchased in students’ home language. Students are provided with iPads or laptops to use in their classes.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
Upon student arrival, student is given the NYSITELL (if they are entering NYC Dept. of Ed. for the first time). We also look into their class, NYSESLAT and Regents performance. We are finding that a lot of our ELL students are mainly struggling with reading and writing.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Students are programmed according to their levels and need. We have a stand alone ENL class as well as a push-in approach. Students are for the most part scheduled together into the same block to provide them with the opportunity to support each other.

5. How does your school use 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.] Teachers use the data to group students based on academic level. It also allow us to see which students need additional push-in assistance and extra support (e.g., after school and lunch period study group).

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
According to the EDAT report, it seems like the reading and writing components of the exam are the toughest sections for students (only seven students scored high in the writing modality and three in the reading modality). Based on their regents and class grade, students are also struggling with mathematical skills. Whenever we have to administer the NYSITELL, it is found that the student needs ENL services.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The findings generated by the data is provided to the school programmer to make sure students are scheduled appropriately. This information is also shared with the ENL teacher who then disseminate the information with the teachers to meet students' needs.

Part IV: ELL Programming

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.
      Our Freestanding ENL program consists of a standalone ENL class taught one period a day (45 minutes) and integrated ENL, where Mr. Westry (ENL Teacher) pushes in the ELA and History classes. He is required to assists all ELL students and use the co-teaching approach. We provide these services to all ELL students depending on their proficiency level.

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)?
      - Entering level students are receiving a minimum of 180 minutes of standalone ENL and a minimum of 180 minutes of integrated ENL, a minimum of 180 minutes of flexibility that consist of standalone or integrated ENL.
      - Emerging level students are receiving a minimum of 90 minutes of standalone ENL and a minimum of 180 minutes of integrated ENL.
      - Transitioning level students receives a minimum of 90 minutes of standalone ENL or integrated ENL. We adjust this based on each student depending on what works better with their schedule.
      - Expanding level students receives a minimum of 180 minutes of integrated ENL.
      - Commanding level students receives a minimum of 90 minutes of integrated ENL.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
   Content areas are delivered in the English language. Our ENL meets with the rest of the staff members and provides them with updates in terms of each of our ELLs. The ENL 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 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 have about two students that are 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 ENL 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 ENL for 4 to six years are provided with the services needed. We use in-school assesments as well as the NYSESLAT results to identified 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 ENL 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 received 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. Former ELL's will receive 90 minutes of integrated ENL and testing accommodations.

6. 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 interactive websites that focuses on language acquisition. Material use are grade and age appropriate.
7. 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?

ENL and SWD students receive push-in instruction 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 ENL support above and beyond traditional classroom instruction. SWD received services mandated on their IEPs. ICT classes, resource room, etc.

8. 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 ENL teacher to modify the instruction given to our ELLs. As stated before, our ENL 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.

9. Based on data and trends, 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.

10. If you had a bilingual program, what was the reason you closed it?

No program will be discontinued.

11. 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.

12. 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 ENL 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
- Comprehension: Skills Steck Vaughn
- Language Practice 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 teaches and provide them with material relevant to their classes which they can provide to our ESL population.

13. How is home language support assessed and 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.

14. 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs' needs (academic, linguistic, socioemotional) are met?
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
Comprehension: Skills Steck Vaughn
Language Practice 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 provides them with material relevant to their classes which they can provide to our ESL population.

16. 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.

17. What language electives are offered to ELLs?
We do not offer any language elective, but we do offer a one year of Spanish.

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

NA

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 and non-pedagogic staff.) 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?
Over the course of the school year 2017-2018, our English, ENL teacher, will conduct a series of 4 workshops focusing on how staff can adapt their methodology to best meet the needs of ELL students. This workshop is present to ALL staff members.

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 through a 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 with a 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.

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.

2. 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.

Mr. Westry, ENL teacher, attends ENL CTLEs provided by the Borough Office. The information from those CTLEs is turnkey to the staff at our weekly professional development (PD) meetings by Mr. Westry (with administration's support). All staff members participate in in this weekly PD meetings. In a year, we have approximately twenty PD's (1 hour and 15 minutes each) of which five of them are pertaining to ELLs. Those five ELLs meeting are presented by Mr. Westry, our certified ENL teacher. It is an expectation that all our teachers will implement the methodologies, strategies and suggestions given in this meetings. Agendas and minutes are kept on file by the Principal's secretary.

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. 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 school-wide 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 does mailings (using parents preferred language) to invite families to these events.

Additional Information

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

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Johanny Garcia, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johanny Garcia</td>
<td>Principal</td>
<td></td>
<td>12/6/17</td>
</tr>
<tr>
<td>Denise Valdez</td>
<td>Assistant Principal</td>
<td></td>
<td>12/6/17</td>
</tr>
<tr>
<td>Michael Santana</td>
<td>Parent Coordinator</td>
<td></td>
<td>12/6/17</td>
</tr>
<tr>
<td>Deforest Westry</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>12/6/17</td>
</tr>
<tr>
<td>Katrina Smith</td>
<td>Parent</td>
<td></td>
<td>12/6/17</td>
</tr>
<tr>
<td>Sherade McKitty</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>12/6/17</td>
</tr>
<tr>
<td>Katherine Pena</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>12/6/17</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Lisa Vargas</td>
<td>School Counselor</td>
<td></td>
<td>12/6/17</td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
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<td></td>
<td>Other _____</td>
<td></td>
<td>1/1/01</td>
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<td></td>
<td>Other _____</td>
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<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 07x548  School Name: Careers in Sports High School  Superintendent: Michael Alcoff

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denise</td>
<td>Valdez</td>
<td>Assistant Principal</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

As part of the admission process, parents are interviewed to complete the Home Language Identification survey (HLIS). This information is used to determine parents’ preferred language of communication. Our Pupil Personal Secretary generates the ATS RAPL report and request the RCPL report to identify the language preference of our parents. With the help of the parent coordinator and Pupil Personal Secretary we also rely on the Emergency Contact Cards to update information.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALBANIAN</td>
<td>1</td>
<td>0.12</td>
<td>1</td>
<td>0.12</td>
</tr>
<tr>
<td>ARABIC</td>
<td>1</td>
<td>0.12</td>
<td>1</td>
<td>0.12</td>
</tr>
<tr>
<td>CHINESE ANY</td>
<td>1</td>
<td>0.12</td>
<td>1</td>
<td>0.12</td>
</tr>
<tr>
<td>FRENCH</td>
<td>9</td>
<td>1.06</td>
<td>9</td>
<td>1.06</td>
</tr>
<tr>
<td>FULANI</td>
<td>1</td>
<td>0.12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MANDINKA</td>
<td>1</td>
<td>0.12</td>
<td>1</td>
<td>0.12</td>
</tr>
<tr>
<td>MALINKE</td>
<td>1</td>
<td>0.12</td>
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</tr>
<tr>
<td>ENGLISH</td>
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<td>58.49</td>
<td>494</td>
<td>58.25</td>
</tr>
<tr>
<td>QUECHUA</td>
<td>1</td>
<td>0.12</td>
<td>1</td>
<td>0.12</td>
</tr>
<tr>
<td>SPANISH</td>
<td>331</td>
<td>39.03</td>
<td>334</td>
<td>39.39</td>
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<tr>
<td>SONINKE</td>
<td>2</td>
<td>0.24</td>
<td>2</td>
<td>0.24</td>
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<tr>
<td>TWI</td>
<td>3</td>
<td>0.35</td>
<td>3</td>
<td>0.35</td>
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<tr>
<td>Data as of October 11, 2018</td>
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</table>

Data as of October 11, 2018

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

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<tr>
<td>TWI</td>
<td>3</td>
<td>0.35</td>
<td>3</td>
<td>0.35</td>
</tr>
</tbody>
</table>

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? (Include procedures to ensure timely provision of translated documents to parents.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Events Calendar</td>
<td>End of Each Month</td>
<td>Pupil Personnel Secretary makes translations to Spanish for mailing. The information will also be uploaded to the school's website where parents have the option to translate the information to the language of their preference. We will use the services available to us by the Translation and Interpretation Unit for languages aside from Spanish and English. We will request DOE contracted vendors to translate documents in languages outside of the covered languages.</td>
</tr>
<tr>
<td><em>Permission Slips</em></td>
<td>Trips</td>
<td>School will print pre-translated documents in Spanish from intranet. We will request DOE contracted vendors to translate documents in languages outside of the covered by languages.</td>
</tr>
<tr>
<td>-------------------</td>
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</tr>
<tr>
<td><em>Clinic Enrolment Form</em></td>
<td>These forms are provided to all 9th grade students within the first two weeks of school and any student who registers during the school year.</td>
<td>Clinic provides copies to Pupil Personnel Secretary in English and Spanish. We will use the services available to us by the Translation and Interpretation Unit for other languages aside from English and Spanish. We will request DOE contracted vendors to translate documents in languages outside of the covered by languages.</td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Night</td>
<td>September and May</td>
<td>School personnel for Spanish or French. We will utilize the Translation and Interpretation Unit for languages other than English, Spanish and French.</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>Twice a Year</td>
<td>School personnel for Spanish or French. We will utilize the Translation and Interpretation Unit for languages other than English, Spanish and French.</td>
</tr>
<tr>
<td><em>Special Education Related Meetings (IEP)</em></td>
<td>These are ongoing throughout the year.</td>
<td>School Personnel for Spanish or French. We will use the services available to us by the Translation and Interpretation Unit for other languages aside from English, Spanish and French.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of an emergency trained staff will use the three-step flyer to access the Language Line to call parents. Teachers have been provided a list of parent contact information for students in their grade. Each contact has the parent preferred language of communication. Parent coordinator will use School Messenger, Kinvolved (text/email
message system o communicate with families) and the school website to send families a message indicting the emergency and next steps.

For parents to reach the school in the event of an emergency, we use the Hello Parent Script which provides parents instructions to follow when they call the school and need an interpreter. Office staff has been trained to use the Translation and Interpretation Unit to assist parents.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Staff will be provided with copies of Chancellor's Regulation A-663 during a school wide professional development to train all staff on using the Translations and Interpretation Unit and the services they provide (Three-way calling interpreter, on-site interpreter and document translationAs.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

As per Chancellor's Regulation A-663 parents will receive notice of their rights in the following ways:

-There will be welcome posters located in different areas of the building.

-Parents' Bill of rights and Guide to Language access will be provided to students to bring home and will be available in the main office.

-The school will send a mailing out to all parents in June 2018 and September 2018 to inform 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 2018.

-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).

-Teachers will be provided the Language Line "Hello Parent" Phone Script to call parents.

-Parent coordinator will sent a text message via Kinvolved (text/email message system to communicate with parents) using the Language Line "Hello Parent" Phone Script.
-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 informed of the critical documents they have access to in the DOE's website.

---

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Parents will be asked to complete a survey via Kinvolved (text/email message system to communicate with parents). Communication is received in their preferred language. Parents will be asked to complete surveys during parent teacher conferences. Surveys will be sent home for parents to complete and return to school with student.