



THE BRONX SCHOOL OF LAW AND FINANCE

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 10X284
ADDRESS: 99 TERRACE VIEW AVE. BRONX, NY 10463
TELEPHONE: 718 561 0113
FAX: 718 561 0595

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10x284 **SCHOOL NAME:** The Bronx School of Law and Finance

SCHOOL ADDRESS: 99 Terrace View Ave., Bronx, NY 10463

SCHOOL TELEPHONE: 718 561 0113 **FAX:** 718 561 0595

SCHOOL CONTACT PERSON: Dr. Jessica Goring **EMAIL ADDRESS:** jgoring@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Dr. Jessica Goring

PRINCIPAL: Mr. Evan Schwartz

UFT CHAPTER LEADER: Mr. Kenneth Levine

PARENTS' ASSOCIATION PRESIDENT: Ms. Ana Cruz

STUDENT REPRESENTATIVE:
(Required for high schools) Ms. Jessica Figueroa

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** New Visions

NETWORK LEADER: Ms. Barbara Gambino /Ms. Iris Zucker

SUPERINTENDENT: Ms. Elena Papaliberios

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

| Name | Position and Constituent Group Represented | Signature |
|----------------------|--|-----------|
| Mr. Evan Schwartz | *Principal or Designee | |
| Mr. Kenneth Levine | *UFT Chapter Chairperson or Designee | |
| Ms. Ana Cruz | *PA/PTA President or Designated Co-President | |
| Ms. Vivian King | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| Ms. Zoraida Torres | DC 37 Representative, if applicable | |
| Ms. Jessica Figueroa | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Isolina Diaz | Member/UFT | |
| Jessica Goring | Member/CSA | |
| Twana Evans | Member/PA | |
| Justin Wilson | Member/Student | |
| | Member/ | |
| | Member/ | |
| | Member/ | |

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Officially a school in 2004, the Bronx School of Law and Finance opened as a program on the eighth floor of John F. Kennedy High School, located in the Marble Hill section of the Bronx, in September of 2003. We have approximately 100 students per grade from a total of 13 different countries, giving us around 400+ students—a representative population of the Bronx, as Section B will show.

Our mission is consistent with our stated interest in two distinct professional fields. Our mission is to provide students with the necessary skills and abilities to pursue higher education through the introduction of careers in Law and Finance. Our students are exposed to the world of finance and law through internships, mentoring, and fieldwork. Additionally, we are partnered with the prestigious Education Program of Barnard College/Columbia University. The education program at Barnard is known for its openness to creative and alternative methods of teaching, learning and assessment, and we work with many of their student teachers, even hiring some upon graduation. This partnership increases our focus on academic rigor, as well as our commitment to preparing students for matriculation in the colleges of their choice. In their first year, our students visited Smith College, Hampshire College, Marist College, RPI, and the University of Massachusetts at Amherst. Sophomore year included trips to Barnard College, our lead agency, Columbia College, and Baruch College. A junior year field trip to Washington D.C. included stops at colleges, including Rutgers and the Princeton, en route.

We offer a number of key experiences that correlate to our theme of law and finance. For the first two years of our school, students take courses introducing them to both law and finance. In their third year, students select a major in either law or finance, and their coursework for their remaining years follows accordingly.

Courses we offer to law majors include Constitutional law, Criminal law, Civil law, Court Procedures, and Brief Writing. Courses we offer to finance majors include Accounting I and II, Wall Street, Banking, and International Finance. Additionally, we are utilizing our connections to the Justice Resource Center and to the National Academy Foundation in order to supplement the experiences and field work of our students. For example, our law students have participated in moot court, mock trial, the Coalition for Asian American Children and Families, the Lawyer in the Classroom program, and a Saturday program at New York University Law School, and visited the Hispanic National Bar Association Youth Convention, Skadden Arps Meagher and Flom, Ernst and Young, Kaye Scholar, the New York Supreme Court, the Bronx District Attorney's office, and Credit Suisse. Our finance students participated in job shadowing programs at the United Nations, American Express and United Way, attended NAF conferences, visited Baruch College, and joined exploring careers programs at Bovis Lend Lease, AT&T, and Credit Suisse, among others. Tenth grade students participate in the Stock Market Game, a city-wide competition analyzing stock prices over the Internet. Eleventh-grade Finance Academy students use computers during their finance courses, and have access to a

Bloomberg Terminal on our very own virtual trading floor. Students who are majoring in finance will also have the opportunity to take a course on the Baruch College campus during their senior year, and students majoring in law have the opportunity to take a course at Lehman during their senior year. We are also in conversation with Barnard College to discuss the opportunity for seniors to take classes on Barnard's campus.

Finally, an item of defining importance to our school is the formation of our Advisory program. Our Advisory program sees every student matched to a faculty advisor, who acts as the student's guide and as a liaison between the school and the home. One highlight of our Advisory program is the letter exchange, where advisors and advisees correspond through letters about a number of issues. This correlates to our goals of providing a sense of community and family for the students in our school. Students are even called to the stage for graduation by their respective advisors! Our Advisory program is key to the intimate and welcoming nature of our school.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | |
|---|-------------------------------------|---------------|-----|--------------------------|--------------|
| School Name: | The Bronx School of Law and Finance | | | | |
| District: | 10 | DBN #: | 284 | School BEDS Code: | 321000011284 |

| DEMOGRAPHICS | | | | | | | | | |
|--|--------------------------------|---------------------------------------|--|---|--|-----------------------------------|----------------------------|----------------------------|----------------------------|
| Grades Served in 2009-10: | <input type="checkbox"/> Pre-K | <input type="checkbox"/> K | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| | <input type="checkbox"/> 8 | <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 | <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 | <input type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: % of days students attended* | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Pre-K | | | | | 83.7 | 82.6 | | | |
| Kindergarten | | | | | | | | | |
| Grade 1 | | | | Student Stability: % of Enrollment | | | | | |
| Grade 2 | | | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | | | | | 92.1 | 96.8 | | | |
| Grade 4 | | | | Poverty Rate: % of Enrollment | | | | | |
| Grade 5 | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 6 | | | | | 79.6 | 81.1 | 89.5 | | |
| Grade 7 | | | | Students in Temporary Housing: Total Number | | | | | |
| Grade 8 | | | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 9 | 136 | 144 | 129 | | 4 | 19 | | | |
| Grade 10 | 106 | 115 | 119 | Recent Immigrants: Total Number | | | | | |
| Grade 11 | 108 | 92 | 102 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 12 | 66 | 86 | 79 | | 5 | 4 | 1 | | |
| Ungraded | | | | Special Education Enrollment: | | | | | |
| Total | 416 | 437 | 429 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| | | | | Suspensions: (OSYD Reporting) – Total Number | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Number in Self-Contained Classes | 13 | 11 | 14 | Principal Suspensions | 56 | 48 | | | |
| No. in Collaborative Team Teaching (CTT) Classes | 13 | 34 | 41 | Superintendent Suspensions | 15 | 12 | | | |
| Number all others | 9 | 8 | 5 | <i>These students are included in the enrollment information above.</i> | | | | | |

| DEMOGRAPHICS | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Special High School Programs: Total Number (As of October 31) | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | |
| # in Trans. Bilingual Classes | | | | CTE Program Participants | | 342 | 237 |
| # in Dual Lang. Programs | | | | Early College HS Participants | | | |
| # receiving ESL services only | 27 | 27 | 22 | Number of Staff: Includes all full-time staff | | | |
| # ELLs with IEPs | | 2 | 6 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Teachers | 29 | 29 | |
| Overage Students: # entering students overage for grade | | | | Number of Administrators and Other Professionals | 6 | 6 | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals | | | |
| | 5 | 3 | | | | | |
| | | | | Teacher Qualifications: | | | |
| Ethnicity and Gender: % of Enrollment | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school | 100 | 100 | |
| American Indian or Alaska Native | .5 | .2 | .2 | Percent more than two years teaching in this school | 51.7 | 89.7 | |
| Black or African American | 38.5 | 39.8 | 35.9 | Percent more than five years teaching anywhere | 48.3 | 55.2 | |
| Hispanic or Latino | 57 | 54.7 | 58.7 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 2.2 | 2.3 | 2.1 | Percent Masters Degree or higher | 90 | 86 | |
| White | 1.9 | 2.7 | 2.8 | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 95.3 | 100 | |
| Multi-racial | | | | | | | |
| Male | 42.3 | 44.6 | 50.8 | | | | |
| Female | 57.7 | 55.4 | 49.2 | | | | |

| 2009-10 TITLE I STATUS | | | | |
|--|---|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) | | <input checked="" type="checkbox"/> Title I Targeted Assistance | | <input type="checkbox"/> Non-Title I |
| Years the School Received Title I Part A Funding: | <input checked="" type="checkbox"/> 2006-07 | <input checked="" type="checkbox"/> 2007-08 | <input checked="" type="checkbox"/> 2008-09 | <input checked="" type="checkbox"/> 2009-10 |

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | |
|---|---|
| SURR School: Yes <input type="checkbox"/> Nox <input type="checkbox"/> | If yes, area(s) of SURR identification: |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No x <input checked="" type="checkbox"/> | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| <u>Differentiated Accountability Phase (Check ✓)</u> | | <u>Category (Check ✓)</u> | | |
|--|---|---------------------------|---------|---------------|
| | | Basic | Focused | Comprehensive |
| In Good Standing (IGS) | x | | | |
| Improvement (year 1) | | | | |
| Improvement (year 2) | | | | |
| Corrective Action (year 1) | | | | |
| Corrective Action (year 2) | | | | |
| Restructuring (year 1) | | | | |
| Restructuring (year 2) | | | | |
| Restructuring (Advanced) | | | | |

| Individual Subject/Area Outcomes | Elementary/Middle Level (✓) | | Secondary Level (✓) | |
|---|------------------------------------|--|----------------------------|---|
| | ELA: | | ELA: | x |
| | Math: | | Math: | x |
| | Science: | | Grad. Rate: | x |

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | |
|--|--------------------------------|------|---------|------------------------|------|--------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad. Rate** | Progress Target |
| All Students | | | | x | x | x | 79 |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | | | | | | | |
| Black or African American | | | | x | x | | |
| Hispanic or Latino | | | | x | x | | |
| Asian or Native Hawaiian/Other Pacific Islander | | | | | | | |
| White | | | | | | | |
| Multiracial | | | | | | | |
| Other Groups | | | | | | | |
| Students with Disabilities | | | | | | | |
| Limited English Proficient | | | | | | | |
| Economically Disadvantaged | | | | x | x | | |
| Student groups making AYP in each subject | | | | 4 | 4 | 1 | |

Key: AYP Status

| | | | | | |
|-----------------|-----------------------------------|---|---|----|---|
| √ | Made AYP | X | Did Not Make AYP | X* | Did Not Make AYP Due to Participation Rate Only |
| √ ^{SH} | Made AYP Using Safe Harbor Target | - | Insufficient Number of Students to Determine AYP Status | | |

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2008-09 | | Quality Review Results – 2008-09 | |
|--|------|---|----|
| Overall Letter Grade | B | Overall Evaluation: | NR |
| Overall Score | 65.6 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | |
| School Environment (Comprises 15% of the Overall Score) | 8.1 | Quality Statement 2: Plan and Set Goals | |
| School Performance (Comprises 25% of the Overall Score) | 18 | Quality Statement 3: Align Instructional Strategy to Goals | |
| Student Progress (Comprises 60% of the Overall Score) | 34.5 | Quality Statement 4: Align Capacity Building to Goals | |
| Additional Credit | 5 | Quality Statement 5: Monitor and Revise | |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> | | | |

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

The student performance trends we identify include continued accumulation of credits through annualization options and a summer credit recovery program. This trend is particularly prevalent among our ninth grade students, who presumably come into high school unprepared for the amount of work we provide. As they adjust over the course of the year, their scores rise consistently.

Another trend we identified includes higher averages achieved in each subject, which we believe is due to our grading policy which encourages redoing work for higher scores in tutoring. Our policy is scaled on a four-point system, which makes the jump in between each point more significant in score, and therefore more likely to persuade students to put the effort in to correcting assignments. For example, a student who received a "2" on an assignment, carrying an approximate score weight of a 65, would be more likely to correct mistakes on a homework if that would move him/her up to a "3," or an approximate score weight of 80. An example of the effect this grading policy has had on student grades overall includes a look at our scholarship report, which shows seven students receiving an 80 or higher in Global History, while just two received a 65. 48 students overall received an 80 or higher in Computers for Law and Finance, while just seven received a 65. 55 students overall received an 80 or higher in Senior English, while just four received a 65, etc.

We arrived at these conclusions based on the following sources: our School Report Card, which granted us an "A," and specifically noted the good structures in place to promote student achievement while providing a strong community structure, our Quality Review and our own periodic assessments, as well as our school-based assessments—attendance, passing rates, teacher retention rates, survey responses, etc.

Some of the greatest accomplishments we achieved over the past few years are indicative of a new school learning and growing. We are proud of our first graduating class, of whom 95% are attending two or four year colleges. We are proud that every one of our qualifying students received an internship in either law or finance. We are happy to boast that we have the first simulated trading floor in the entire New York City. We are proud that we have established an effective and supportive relationship between our school and Barnard College, resulting in several student teachers, some of whom we have hired, and in our first student admitted to Barnard. We are grateful to the many professionals, firms, and financial institutions who have opened their doors to us over the years, and/or visited our school and spoke with our students. We are pleased at our students' participation in such academically prestigious competitions as Moot Court, Mock Trial, Fed Challenge, and others.

And we are proud that when we had our teachers look back at our original plans and goals for our school and evaluate how well we were meeting them, they all agreed that we were on target.

Additionally, as stated in all the afore-mentioned data sources, we have created a structure that allows our teachers to participate in daily meetings regarding student instructional practices and student progress. This in addition to our advisory system has created a community between the faculty, parents and students that focuses on academic achievement.

One of the most significant aids or barriers to our school's continuous improvement is with our attendance rate. We are hovering in the 80s as an overall average, and being of the belief that the attendance rate and credit accumulation go hand in hand, this is definitely something that we are looking to increase. These also connect to the pass rate on the Regents exams, as well as the overall graduation rate.

Further, we want to build more of a school community and increase the demand for higher grades among our student body, by looking to expand the reach of our Law and Finance academies. We are hoping that by reaching out among our tenth grade students, we can affect change by way of higher attendance, credit accumulation, graduation rate, and Regents pass rate, as well as by increasing college and career readiness.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

- **Goal #1:** By June 2011, our attendance rate will have increased by a minimum of 2%.
- **Goal #2:** By June 2011, the number of students earning 11 credits or more will increase by 5%.
- **Goal #3:** By August 2011, 75% of our 2011 Cohort will have passed at least one Science Regents exam.
- **Goal #4:** By August 2011, 75% of our 2011 Cohort will graduate.
- **Goal #5:** By June 2011, the number of students applying to college will be over 90%.

Subject/Area (where relevant): Attendance Rate

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2011, our attendance rate will have increased by a minimum of 2%.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Create an attendance collaborative team to monitor on a weekly basis 9th grade attendance; Team weekly meetings, family orientation, guidance intervention, school wide activities to promote good attendance, town hall monthly meetings, letter home after September with number of absences (and must meet with principal), discussion in team weekly meetings putting more onus on the classroom teachers and looking at who the outliers are, school aide possibly assigned for 9th grade attendance</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <p>Guidance counselor, 9th grade teachers, assistant principal, school aide, principal, Skedula, school aide</p> |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p> | <p>Evidence of team weekly meetings, family orientation, guidance intervention, school wide activities to promote good attendance, town hall monthly meetings, letter home in September and meetings with Evan, school aide for 9th grade attendance, change of focus in 9th grade weekly meetings, and by June a 2% minimum increase in attendance</p> |

Subject/Area (where relevant): Regents Passing Rate

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By August 2011, 75% of our 2011 Cohort will have passed at least one Science Regents exam.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Academically rigorous and Regents level work taught in science classes, with tutoring and family interventions utilized</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <p>Inquiry team, principal, assistant principal, science teachers, student advisors, guidance counselor</p> |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p> | <p>75% of the students in the cohort will have passed at least one science Regents</p> |

Subject/Area (where relevant): Credit Accumulation

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2011, the number of students earning 11 credits or more will increase by 5%.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Grade teams will analyze after every marking period the results of departmental/teacher/grade/passing grades averages, department collaborative team, grade level teams; Analyze data every marking period, monitor grading policy to ensure it is uniformly used, provide after school academic intervention (tutoring/credit recovery), use of teacher pass rate statistics and conversations about statistical deviations (i.e. “given that students in your grade have the same attendance percentage, why did you have a statistical deviation of _____ fail, and what are three academic interventions that you will employ in the next semester that will increase your pass rate?”), marking period meetings midway through for grade teams, and for department teams, to discuss preventative measures</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <p>Data specialist, grade teams, advisors, principal, assistant principal, guidance counselor, teachers</p> |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p> | <p>Evidence of the following: Analyze data every marking period, monitor grading policy to ensure it is uniformly used, provide after school academic intervention (tutoring/credit recovery), use of teacher pass rate statistics and conversations about statistical deviations (i.e. “given that students in your grade have the same attendance percentage, why did you have a statistical deviation of _____ fail, and what are three academic interventions that you will employ in the next semester that will increase your pass rate?”), marking period meetings midway through for grade teams, and for department teams, to discuss preventative measures and 85% of the tenth grade students having accumulated eleven credits</p> |

Subject/Area (where relevant): College and Career Readiness

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2011, a minimum of 95% of students will apply for CUNY and/or other Colleges and Universities.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>All students will apply for CUNY and FAFSA in their advisories, visits to colleges starting in earlier grades, college reps visiting the school, Parent Association Night with Mary Decesare, town hall meetings, senior calendar</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <p>Senior Advisor, Senior Advisors, Guidance Counselor, College Advisor, AP, Principal</p> |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p> | <p>Evidence of all students applying for CUNY and FAFSA, visits to colleges, visit by college reps, PA night with the college advisor, town hall meetings, senior calendar</p> |

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | 15 | 14 | 15 | 16 | Available to all students | N/A | Available to all students | N/A |
| 10 | 16 | 12 | 14 | 13 | Available to all | N/A | Available to all | N/A |
| 11 | 10 | 10 | 11 | 9 | Available to all | N/A | Available to all | N/A |
| 12 | 0 | 0 | 0 | 0 | Available to all | N/A | Available to all | N/A |

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

| | |
|--|---|
| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
| ELA: | We are using components of the Balanced Literacy program as our strategy for AIS for ELA. We work with students in small groups, one-on-one, both during the school day and after hours. We utilize a licensed ESL teacher to conduct mandated ESL classes and additional tutoring. |
| Mathematics: | We are using the new integrated math curricula (Algebra, Geography, etc) and our own math coach as our program and strategy for AIS for Math. We work with students in small groups, one-on-one, both during the school day and after hours. Additionally, we provide tutoring and prep classes. Review books and additional materials are used to assist AIS students in the new integrated math courses. |
| Science: | Balanced Literacy helps students with the reading comprehension necessarily for improving performance in science—we are an interdisciplinary school, and the skills students are building in one course can be transferable to others. We work with students in small groups, one-on-one, both during the school day and after hours. Additionally, we provide tutoring and prep classes. Review books and additional materials are used to assist AIS students in Environmental Science and Earth Science. |
| Social Studies: | Balanced Literacy helps students with the reading comprehension necessarily for improving performance in social studies—we are an interdisciplinary school, and the skills students are building on in one course can be transferable to others. We work with students in small groups, one-on-one, both during the school day and after hours. Review books and additional materials are used to assist AIS students in American History and Global History. |
| At-risk Services Provided by the Guidance Counselor: | Our guidance counselor provides counseling in one-on-one and small group situations. We supplement this by utilizing our own school social worker. |
| At-risk Services Provided by the School Psychologist: | At this time we are not using school psychology services, but we have a trained Social Worker on staff if the need arises. |
| At-risk Services Provided by the Social Worker: | Our Social Worker sees students in one-on-one situations, or in group counseling. |

At-risk Health-related Services:

At this time we are not using health-related services, but we have a trained Social Worker on staff if the need arises. Recently a campus mental health clinic has been housed in the campus library for all students on the campus. This is open for all 400 of our students.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9-12 _____ Number of Students to be Served: _____ 20 _____ LEP _____ 10 _____ Non-LEP

Number of Teachers _____ 1 _____ Other Staff (Specify) _____ 1 F-status ELL teacher _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: The Bronx School of Law and Finance

BEDS Code: 321000011284

| Allocation Amount: | | |
|--|------------------------|---|
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) - Per session - Per diem | \$12,000 | per session for ESL and General Ed teacher to support ELL Students: 240 hours x \$49.89 (current teacher per session rate with fringe) Am Tutoring M thru F 8:15-9:15 (90 Hours) PM Tutoring 2:50-3:50 M Thru Friday (90 Hours) Professional development for trainer, ESL Teachers, and Gen Ed teachers (60 Hours) |
| Purchased services - High quality staff and curriculum development contracts. | 0 | |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. | \$3,000 | Review books and dictionaries for use with ELL students. 10-15 copies of High Point Basics Tex |

| | | |
|---|----------|---|
| | | Getting Ready for the NYSELAT Spanish to English Dictionaries Introduction to Academic Writing |
| Educational Software (Object Code 199) | 0 | |
| Travel | | |
| Other | | |
| TOTAL | \$15,000 | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

ATS records are used to determine home languages in order to ensure proper written and oral translation is provided for homes in which English is not the primary language. This data is maintained and updated throughout the school year by our administrative school aide.

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

The predominant language other than English at our school is Spanish. We have small numbers of other languages, such as Albanian, Vietnamese, and Korean. This information has been shared with our school community via meetings and consistent communication between teachers/advisors, administration, and the home.

Part B: Strategies and Activities

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

All letters mailed home to parents are translated into Spanish by our administrative school aide and verified by our AP.

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

Our school has a bilingual Assistant Principal, school secretary, guidance counselor and social worker. Additionally, many of our teachers speak Spanish fluently. During parent conferences, students often volunteer to act as translators.

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

We will follow Chancellor's Regulation A-663 by ensuring that all appropriate translated documents are provided to our parents. Specific provisions will be made for parents of languages not English or Spanish when DOE provided translations are not available.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I Basic | Title I ARRA | Total |
|---|---------------|--------------|-------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11: | \$351612 | \$171262 | |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$3516 | \$1713 | |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$17580 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | \$35161 | * | |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. N/A

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

School Responsibilities

The Bronx School of Law and Finance will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on the following dates: October 29th, October 30th, March 25th, March 26th.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: through contact with the student's advisor, report cards three times each semester, Open School evenings/afternoons four times a semester, notification letters sent home, and through individual contact with the school.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during Open School evenings and afternoons, and through contact with the advisors, and through letters and phone calls.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: through individual contact with the school, and during Bring Your Parent to School Day.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan, in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

The following is a copy of the Parent Involvement Policy.

The Bronx School of Law and Finance agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

Description of How School Will Implement Required Parental Involvement Policy Components

1. The Bronx School of Law and Finance will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Discuss directions at the School Leadership Team meeting, which counts five parents in its membership, including two members of the Parent Association leadership. The school’s Parent Coordinator also attends this meeting. Present the directions to parents at the Parent Association meeting, and receive feedback. Relay ideas back to the entire School Leadership Team.
2. The Bronx School of Law and Finance will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Discuss directions at the School Leadership Team meeting, which counts five parents in its membership, including two members of the Parent Association leadership. The school’s Parent Coordinator also attends this meeting. Present the directions to parents at the Parent Association meeting, and receive feedback. Relay ideas back to the entire School Leadership Team.
3. The Bronx School of Law and Finance will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: letters home informing parents of school events, including report card distribution, attendance and lateness, Advisors contacting parents with updates, syllabi and projects posted on the school’s Web site, Bring Your Parent to School Day, College Night, awards ceremony, purchase of a college library for parents.

4. The Bronx School of Law and Finance will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: College Night, Bring Your Parent to School Day, Mock Trial night, awards ceremony, holding Parent Meetings on Saturdays, informing parents about attendance and lateness, notifying parents about report cards and student progress, presenting active parents with prizes.
5. The Bronx School of Law and Finance will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. These strategies include mailing home surveys, having the Parent Coordinator contact the homes through phone calls, conducting Parent Association meetings, and having a parent or the Parent Coordinator posted to speak with parents at all school events.
6. The Bronx School of Law and Finance will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement activities, such as those listed above, that encourage and support parents in more fully participating in the education of their children.
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, through School Leadership Team meetings and the Parent Association meeting. This policy was adopted by the Bronx School of Law and Finance on June 1st, 2009, and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 5th, 2009.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

We currently have three teachers participating in the SAMS program, in which they work with a target population of struggling students. This team will analyze data on these students throughout the year, and will use their findings to provide AIS services and Professional Development, as well as an additional literacy class held throughout the spring semester.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

We have implemented the following programs over the 2008-2009 school year, and will maintain them during the 2009-2010 school year—small group instruction in keeping with the UFT contract rules, content tutoring during lunch and after school, summer institutes, option of annualized classes, marking periods that increase in length as the term goes on, in order to allow more time to pull up grades, and professional development opportunities.

3. Instruction by highly qualified staff.

All staff members are considered highly qualified, and are teaching in the license area of their state certification. Additionally, all our teachers either already have a Masters degree, or are enrolled in a Masters program.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional Development workshops on Special Education, ESL, literacy across the curriculum, use of documents in the classroom, classroom management, use of rubrics, alternative assessments, etc.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We recruit our teachers from Barnard College's education program, which is our lead partner, as well as from Teachers College and the Teaching Fellows program.

6. Strategies to increase parental involvement through means such as family literacy services.

Proposed workshops on such topics as ACS, financial aid, technology, and college advisement in addition to parent events discussed above.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

NA

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

As part of their professional assignment, every other morning our teachers meet for 45 minutes to discuss curricular issues, school issues, individual students, etc. Additionally, our teachers spend a great deal of informal time in discussions of the same.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Tutoring during lunch and after school, two special education consultants, an ESL specialist, a social worker and guidance counselor on staff, Advisory program, skills course in the ninth grade, summer institutes, etc.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Currently we are part of the Twenty-First Century Grant, which assists us with after-school programs by local CBOs that deal with such topics as teen pregnancy, social issues, academic interventions, SATs, etc.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source <i>(i.e., Federal, State, or Local)</i> | Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓) | | | Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i> | Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan. | |
|-------------------------|--|---|----|-----|--|---|-----------|
| | | Yes | No | N/A | | Check (✓) | Page #(s) |
| Title I, Part A (Basic) | Federal | X | | | \$351612 | X | |
| Title I, Part A (ARRA) | Federal | X | | | \$171262 | X | |
| Title II, Part A | Federal | | X | | | | |
| Title III, Part A | Federal | | X | | | | |
| Title IV | Federal | | X | | | | |
| IDEA | Federal | X | | | \$92154 | X | |
| Tax Levy | Local | X | | | \$1809972 | X | |

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

| Type of Review or Monitoring Visit (Include agency & dates of visits) | Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.) | Actions the school has taken, or plans to take, to address review team recommendations |
|---|---|---|
| | | |

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.)

We currently have seven students in temporary housing.

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

If students are in temporary housing, we make sure that students are notified of the breakfast program and study hall, and strongly encourage them to take advantage of these offerings. Additionally, these students are encouraged to take advantage of our tutoring program, which provides them with teacher support, quiet places to study, and use of computers. And all students are entitled to counseling. Additionally, funds are provided for students in order to help support the dress code and outside activities that may require fees.

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).
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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | | |
|--|---------------------------------|-------------|-------|---|-------|--------------|---------|
| School Name: | Bronx School of Law and Finance | | | | | | |
| District: | 10 | DBN: | 10X28 | School | | 321000011284 | |
| DEMOGRAPHICS | | | | | | | |
| Grades Served: | Pre-K | | 3 | | 7 | | 11 |
| | K | | 4 | | 8 | | 12 |
| | 1 | | 5 | | 9 | v | Ungrade |
| | 2 | | 6 | | 10 | v | |
| Enrollment | | | | Attendance - % of days students attended: | | | |
| <i>(As of October 31)</i> | 2008- | 2009- | 2010- | <i>(As of June 30)</i> | 2007- | 2008- | 2009- |
| Pre-K | 0 | 0 | 0 | | 83.7 | 82.6 | 81.0 |
| Kindergarten | 0 | 0 | 0 | Student Stability - % of Enrollment: | | | |
| Grade 1 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007- | 2008- | 2009- |
| Grade 2 | 0 | 0 | 0 | | 92.1 | 96.8 | 95.8 |
| Grade 3 | 0 | 0 | 0 | Poverty Rate - % of Enrollment: | | | |
| Grade 4 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2008- | 2009- | 2010- |
| Grade 5 | 0 | 0 | 0 | | 79.6 | 89.5 | 87.0 |
| Grade 6 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | |
| Grade 7 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007- | 2008- | 2009- |
| Grade 8 | 0 | 0 | 0 | | 4 | 19 | 9 |
| Grade 9 | 144 | 129 | 130 | Recent Immigrants - Total Number: | | | |
| Grade 10 | 115 | 119 | 105 | <i>(As of October 31)</i> | 2007- | 2008- | 2009- |
| Grade 11 | 92 | 102 | 97 | | 5 | 4 | 1 |
| Grade 12 | 86 | 79 | 76 | Special Education | | | |
| Ungraded | 0 | 0 | 0 | <i>(As of October 31)</i> | 2008- | 2009- | 2010- |
| Total | 437 | 429 | 408 | | 79.6 | 89.5 | 87.0 |
| | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
| | | | | <i>(As of June 30)</i> | 2007- | 2008- | 2009- |
| | | | | Principal Suspensions | 56 | 48 | 34 |
| | | | | Superintendent Suspensions | 15 | 12 | 8 |
| | | | | Special High School Programs - Total Number: | | | |
| | | | | <i>(As of October 31)</i> | 2007- | 2008- | 2009- |
| | | | | CTE Program Participants | N/A | 342 | 237 |
| | | | | Early College HS Program Participants | 0 | 0 | 0 |
| | | | | English Language Learners (ELL) Enrollment: (BESIS Survey) | | | |
| <i>(As of October 31)</i> | 2008- | 2009- | 2010- | <i>(As of October 31)</i> | 2007- | 2008- | 2009- |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | Number of Staff - Includes all full-time staff: | | | |
| # in Dual Lang. | 0 | 0 | TBD | <i>(As of October 31)</i> | 2007- | 2008- | 2009- |
| # receiving ESL services only | 27 | 22 | TBD | Number of Teachers | 29 | 29 | 28 |
| # ELLs with IEPs | 2 | 6 | TBD | Number of Administrators and Other Professionals | 6 | 6 | 6 |
| These students are included in the General and Special Education enrollment information above. | | | | Number of Educational Paraprofessionals | 0 | 0 | 1 |

| Overage Students (# entering students overage for (As of October 31) | | | | Teacher Qualifications: (As of October 31) | | | |
|---|---------|---------|---------|--|-------|-------|-------|
| | 2007- | 2008- | 2009- | | 2007- | 2008- | 2009- |
| | 5 | 3 | 46 | % fully licensed & permanently assigned to this | 100.0 | 100.0 | 93.1 |
| | | | | % more than 2 years teaching in this school | 51.7 | 89.7 | 82.1 |
| | | | | % more than 5 years teaching anywhere | 48.3 | 55.2 | 57.1 |
| Ethnicity and Gender - % of Enrollment: (As of October 31) | | | | % Masters Degree or higher | | | |
| | 2008-09 | 2009-10 | 2010-11 | | 90.0 | 86.0 | 92.9 |
| American Indian or Alaska Native | 0.2 | 0.2 | 0.0 | % core classes taught by "highly qualified" teachers | 95.3 | 100.0 | 88.4 |
| Black or African American | 39.8 | 35.9 | 37.3 | | | | |
| Hispanic or Latino | 54.7 | 58.7 | 58.8 | | | | |
| Asian or Native Hawaiian/Other Pacific | 2.3 | 2.1 | 0.2 | | | | |
| White | 2.7 | 2.8 | 3.7 | | | | |
| Male | 44.6 | 50.8 | 54.2 | | | | |
| Female | 55.4 | 49.2 | 45.8 | | | | |

2009-10 TITLE I STATUS

| | | | | | | | | |
|------------------|---------|--|--|-------|---------|-------|-------|--|
| v | Title I | | | | | | | |
| | Title I | | | | | | | |
| | Non- | | | | | | | |
| Years the School | | | | 2007- | 2008-09 | 2009- | 2010- | |
| | | | | v | v | v | v | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| SURR School | If yes, | | | | | | | |
|-------------|---------|--|--|--|--|--|--|--|
|-------------|---------|--|--|--|--|--|--|--|

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

| | Phase | | Category | | |
|--------------------------|-------|---|----------|---------|---------------|
| | In | v | Basic | Focused | Comprehensive |
| Improvement Year 1 | | | | | |
| Improvement Year 2 | | | | | |
| Corrective Action (CA) – | | | | | |
| Corrective Action (CA) – | | | | | |
| Restructuring Year 1 | | | | | |
| Restructuring Year 2 | | | | | |
| Restructuring Advanced | | | | | |

Individual Subject/Area AYP Outcomes:

| Elementary/Middle Level | | Secondary Level | |
|-------------------------|--|------------------|---|
| ELA: | | ELA: | v |
| Math: | | Math: | v |
| Science: | | Graduation Rate: | v |

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | Progress |
|----------------|-------------------------|------|---------|-----------------|------|-------------|----------|
| | ELA | Math | Science | ELA | Math | Grad Rate** | |
| All Students | | | | v | v | v | 79 |
| Ethnicity | | | | | | | |

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|---|--------------------|---|--|
| Network Cluster New vision | District 10 | School Number 284 | School Name Bronx School of Law |
| Principal Evan Schwartz | | Assistant Principal Jessica Goring | |
| Coach Rosa Arroyo | | Coach | |
| Teacher/Subject Area Ana Sanchez | | Guidance Counselor Aura Burgos | |
| Teacher/Subject Area Lisa Coxson | | Parent Zoriada Rodriguez | |
| Teacher/Subject Area T. Smith | | Parent Coordinator Zoraida Rodriquez | |
| Related Service Provider | | Other | |
| Network Leader Barbra Gambino | | Other Gail Goldman | |

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

| | | | | | |
|---|----------|--|----------|--|----------|
| Number of Certified ESL Teachers | 1 | Number of Certified Bilingual Teachers | 0 | Number of Certified NLA/Foreign Language Teachers | 2 |
| Number of Content Area Teachers with Bilingual Extensions | 0 | Number of Special Ed. Teachers with Bilingual Extensions | 0 | Number of Teachers of ELLs without ESL/Bilingual Certification | 0 |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total Number of Students in School | 411 | Total Number of ELLs | 29 | ELLs as Share of Total Student Population (%) | 7.06% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
1. If a student is completely new to the NYC School system, the ESL Coordinator administers the HLIS, Conducting an informal oral interview in English and, if need be, in Spanish. The other students, who have already been in the system are researched as to their NYSESLAT scores and, if necessary, their LAB English and Spanish scores. Mrs. Gail Goldman is a licensed DHS Spanish teacher and also holds licenses in DES and DHS ESL. She has served as ESL coordinator and Bilingual Literacy coach at JFK High School in their day and evening programs. She has been our ESL Coordinator since 2003. She is also an Oral Proficiency rater in English for the American Council on the Teaching of Foreign Languages.
 2. When parents arrive at the school, we explain the three program choices that are available for their students. They are made aware that the Bronx HS of Law and Finance only offers a free-standing ESL program. The explanations are given to the parents during the intake process.
 3. Parent Survey and Program Selection forms are given during the intake process and are carefully explained in English and, if need be, in Spanish. At the beginning of the semester, Entitlement (Continuation of Services) letters are sent to the homes of all eligible students. Ms. Zoraida Torres, our Parent Coordinator, makes sure that all parents are contacted.
 4. Identified students are placed into ESL instructional programs based upon their NYSESLAT scores. Communication with parents is maintained through PTA meetings, phone conversations and parent/teacher meetings. We have bilingual Spanish and English personnel to facilitate communication and to address their needs.
 5. Our parents prefer the Freestanding ESL program.
 6. Program models are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

| | |
|--|--|
| This school serves the following grades (includes ELLs and EPs) | K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/> |
| Check all that apply | |

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

| ELL Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | | | | | |
|-----------------------------------|---|---|---|---|---|---|---|---|---|----|---|---|---|----|
| Dual Language (50%:50%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 5 | 8 | 2 | 29 |
| Push-In | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 5 | 8 | 2 | 29 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs | 29 | Newcomers (ELLs receiving service 0-3 years) | 3 | Special Education | 6 |
| SIFE | 0 | ELLs receiving service 4-6 years | 13 | Long-Term (completed 6 years) | 13 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 3 | 0 | 1 | 13 | 0 | 3 | 13 | 0 | 2 | 29 |
| Total | 3 | 0 | 1 | 13 | 0 | 3 | 13 | 0 | 2 | 29 |

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Urdu | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arabic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Punjabi | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Albanian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yiddish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 0 |

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

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | ELL | EP |
| Spanish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 0 |

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | ELL | EP |
| Spanish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 0 |

This Section for Dual Language Programs Only

| | |
|---|------------------------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
| Ethnic breakdown of EPs (Number): | |
| African-American: | Asian: |
| Native American: | White (Non-Hispanic/Latino): |
| | Hispanic/Latino: |
| | Other: |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---------|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| Spanish | | | | | | | | | | 13 | 5 | 8 | 2 | 28 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|-----------|
| Albanian | | | | | | | | | | 0 | 0 | 0 | 0 | 0 |
| Other | | | | | | | | | | 1 | 0 | 0 | 0 | 1 |
| TOTAL | 0 | 14 | 5 | 8 | 2 | 29 |

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1a. Bronx HS of Law and Finance delivers instruction in a self-contained organizational model. Push-In is also used.

1b. The program model is ungraded and heterogeneous.

1B. Our classes are designed so that student receive the mandated hours required based on their levels. We also utilize a block A?B schedule for other classes and push in classes.

2. Our students take the required number of minutes in ESL as per NYS CR Part 154. They take content area courses in English. They can attend tutorials before and after school. IEP data is followed for our special education ELLs. They are given additional testing time when necessary and push-in support is given to these students.

3. The content areas are delivered in each program model, with particular emphasis on instructional approaches and methods use in order to make content comprehensible to enrich language development. For example, there is a strong focus on literacy across the board, and every classroom, math included, is on board with reading and writing. We also have additional teachers in every grade level course, who are either Special Education teachers for ELL teachers, and who serve to assist any student in need of extra attention.

4. Currently our school does not have any SIFE students. For our students in the country for less then two years, we encourage students to utilize differentiated instruction and assignments for these students. We offer Spanish books and dictionaries to these students. For students receiving services for more then 4 years we utilize a similar strategy but at an advanced level. Students with IEP's receive resource

room and any other modifications noted on their IEP's. these modifications are also provided for the NYSELAT examination.

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

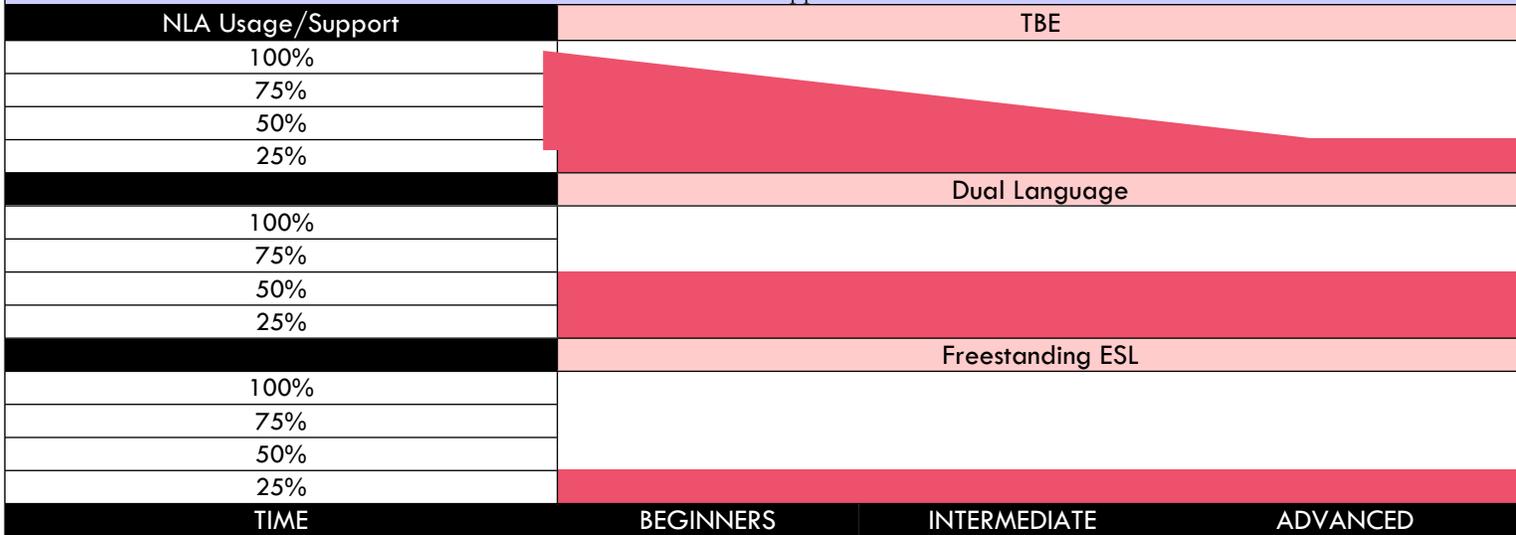
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

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

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

6. We will continue transitional support for ELLs reaching proficiency on the NYSESLAT via our CTT classes, which target students in need of extra attention despite a lack of an IEP, and our exceptional tutoring program. Additionally, all of our students receive extra attention to the development of overall literacy in all subject areas.

7. We will be scheduling ESL classes later in the day to maximize attendance.

We will include parents in orientation programs before school begins in September.

We will have a Regents preparatory program based upon the periodic assessment of our ELL students.

8. None. We do not plan to discontinue any ELL services.

9. All ELLs have equal access to all school programs. ELLs can take advantage of before and after school tutorials

10. The ESL classes utilize instructional materials specifically designed to prepare for the NYSESLAT examination. Also, novels such as "The House on Mango Street" are used in the class. Technology is used to support our ELLs. The classes utilize smart boards and laptop carts

11. Both our ESL teacher, Ms. Ana Sanchez, and our ESL Coordinator, Ms. Gail Goldman are bilingual in English and Spanish to give native language support while in class and in testing.

12. All required services and resources correspond to ELLs ages and grades.

13. A freshman orientation specifically for ELLs and parents are offered in conjunction with our orientation for the entire school. A special program is offered to these parents in their native language and English.

14. Latin and Spanish electives are offered to ELLs

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Mrs. Goldman regularly meets with Ms. Sanchez for professional development. Strategies and skills for listening, speaking, reading and writing are discussed at their meetings. They discuss how to prepare students for the NYSESLAT and also the implications for instruction. Professional Development for all teachers of ELLs are provided throughout the school year. PD is conducted as whole faculty on PD days and in individual and small group workshops. PD such as differentiated instruction, legal obligations, and Regents test prep are some of the topics discussed.

2. An orientation is offered to ELLs and their parents in August before coming to our school.

3. Our school utilized district and PSO training for our ELL teachers.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. A parent coordinator is used to promote parent involvement in our school. She is available to parents during the school day and at night through cell phone. Parent workshops are offered in English and Spanish throughout the school year.

2. Currently we do not offer workshops through any CBO's

3. We keep an open line of communication with our parents through school meetings, mailings and teacher conferences. Our Parent Coordinator, Ms. Zoraida Torres, keeps in touch with parents to target any concerns or needs.

4. Translation services are offered to parents for meetings and conferences. Also, all workshops are given in both English and Spanish.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |
| Intermediate(I) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 1 | 3 | 0 | 10 |
| Advanced (A) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 4 | 5 | 2 | 17 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 5 | 8 | 2 | 29 |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/SPEAKING | B | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| | I | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 0 |
| | A | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 1 | 0 |
| | P | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 3 | 5 | 2 |
| READING/WRITING | B | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 |
| | I | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 5 | 0 |
| | A | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 3 | 2 |
| | P | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |

NYS ELA

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|------------------------|---------|---------|---------|---------|-------|
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Social Studies | | | | | | | | | |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|---------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 3 | | 3 | |
| Math <u>Algebra</u> | 9 | | 6 | |
| Math <u>Geometry</u> | 1 | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | 3 | | 1 | |
| Living Environment | 10 | | 7 | |
| Physics | | | | |
| Global History and Geography | 4 | | 2 | |
| US History and Government | 9 | | 4 | |
| Foreign Language | 1 | | 1 | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Native Language Tests | | | | | | | | |
|-------------------------------|--|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. We use a number of assessment tools, both formal (such as intake data, Acuity and Regents predictives) and informal, to assess the skills of our ELLs. Our ELL teacher has utilized the data from these assessments in her own classroom and has also brought a more generalized perspective on the data in Professional Development to the whole staff, which demonstrated to all faculty good methods for helping our ELLs to grow and thrive in our school community. We are pleased that many of our ELLs have phased out through their scores on the English Regents examination, which shows, we feel, their progress.

2. After Grade 9, most of our beginning students progress to higher proficiency levels. The majority of our students are in the intermediate and advanced ranges. They are in the ninth and tenth grades. Very few remain in the ESL program after the tenth grade.

3. The NYSESLAT modality analysis is interesting. In the Listening/Speaking modality, seventeen out of our twenty nine students have achieved proficiency and five more are already advanced. This would indicate that speaking and listening comprehension skills have been enhanced by student enrollment in English content area classes. Our objective is to improve ELL reading and writing skills. Most of our students fall into the intermediate and advanced ranges. The indication is to focus on these skills in our ESL classes. English vocabulary building and grammar skills are essential to enhance reading comprehension and writing proficiency. Students need to read more in general. It would be important to note here that most students are progressing. However, some of the students on the intermediate level have been in our country over 6 years. We only have 2 beginners in this modality and they are designated special education students. This is not only an ELL learning issue, but a general literacy issue, regardless of the native language. The teachers in all of our content areas should implement literacy strategies.

4a. As the students' language proficiency improves, so does improvement in their English test scores.

4b. The ELL Periodic assessments offer teachers an opportunity to compare students' progress on standardized tests in relation to their peers. We find that students progressively improve on the assessments as their proficiency in English and in other content areas increases.

4c. The school is using the Period assessment to learn more about our ELL population. In particular, it has discovered that test scores rise as the students receive more ELL intervention and more content area exposure.

5. Not applicable

6. We are pleased to report that in 2010, 100% of our current upperclassmen increased their NYSESLAT scores to Proficiency, Advanced or remained at the same level as 2009.. In addition, several of our ELL students have passed the ELA, Living Environment, Global and US History and Earth Science Regents. Although NYSESLAT and Regents exam scores are good indicators of proficiency, we put a major emphasis on credit accumulation and teacher reports in both language and content proficiency. We are noticing that our ELL students are accumulating credits in all of their classes.

Additional Information

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

Part VI: LAP Assurances

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
| | Principal | | |
| | Assistant Principal | | |
| | Parent Coordinator | | |
| | ESL Teacher | | |
| | Parent | | |
| | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| | Network Leader | | |

| | | | |
|--|-------|--|--|
| | Other | | |
| | Other | | |
| | Other | | |
| | Other | | |