



**BRONX HIGH SCHOOL FOR LAW AND COMMUNITY SERVICE**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL:** 10X439 BRONX HIGH SCHOOL FOR LAW AND COMMUNITY SERVICE  
**ADDRESS:** 500 EAST FORDHAM ROAD, BRONX, NEW YORK 10458  
**TELEPHONE:** (718) 733-5274  
**FAX:** (718) 295-3631

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 10X439      **SCHOOL NAME:** Bronx High School for Law and Community Service

**SCHOOL ADDRESS:** 500 East Fordham Road, Bronx, New York 10458

**SCHOOL TELEPHONE:** 718-733-5274      **FAX:** 718-295-3631

**SCHOOL CONTACT PERSON:** Michael Barakat      **ADDRESS:** MBarakat@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Michele Lukelitch

**PRINCIPAL:** Michael Barakat

**UFT CHAPTER LEADER:** Linda Merlo

**PARENTS' ASSOCIATION PRESIDENT:** Sonya Miller

**STUDENT REPRESENTATIVE:** Bethzaida Rivas, Grade 12  
*(Required for high schools)* Jeremy Arena, Grade 11

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 10      **CHILDREN FIRST NETWORK (CFN):** 562

**NETWORK LEADER:** Barbara Gambino

**SUPERINTENDENT:** 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 |
|---------------------------|--|-----------|
| Michael Barakat           | *Principal or Designee   |           |
| Linda Merlo               | *UFT Chapter Chairperson or Designee   |           |
| Sonya Miller              | *PA/PTA President or Designated Co-President   |           |
|                           | Title I Parent Representative<br><i>(suggested, for Title I schools)</i>   |           |
| Milika Vasquez            | DC 37 Representative, if applicable  |           |
| Bethzaida Rivas, Grade 12 | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |           |
| Jeremy Arena, Grade 11    |  |           |
| Daisy Weisbein            | CBO Representative, if applicable  |           |
| Nelly Lopez-Alvear        | Member/Parent Coordinator  |           |
| Fatimah Brito             | Member/Community Assistant   |           |
| John Isabella             | Member/Mathematics Teacher   |           |
| Sarah Kolb                | Member/Science Teacher   |           |
| Angelique Pierre          | Member/Guidance Counselor  |           |
| Michele Lukelitch         | Member/Assistant Principal   |           |
|                           | 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.

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The Bronx High School for Law and Community Service strives to produce mature, well-educated, accountable, lifelong learners. We believe that the first step in this process is the development of collaborative partnerships with the school's staff, the students and the community. Our learning partnership is committed to helping all students become critical and independent thinkers who make wise and socially responsible decisions that benefit themselves and their communities. Through the development of essential academic, literacy and social skills, as well as an understanding of the principals of law and community service, our students will graduate with the foundation they will need to successfully move on to their chosen post-secondary paths.

**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 |  |               |  |                          |
|---|--|---------------|--|--------------------------|
| <b>School Name:</b>                             |  |               |  |                          |
| <b>District:</b>                                |  | <b>DBN #:</b> |  | <b>School BEDS Code:</b> |

| DEMOGRAPHICS  |                                |                            |                             |   |                             |                                   |                            |                            |                            |
|---|--------------------------------|----------------------------|-----------------------------|---|-----------------------------|-----------------------------------|----------------------------|----------------------------|----------------------------|
| <b>Grades Served in 2009-10:</b>  | <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 type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11                         | <input type="checkbox"/> 12 | <input type="checkbox"/> Ungraded |                            |                            |                            |
| <b>Enrollment:</b>  |                                |                            |                             | <b>Attendance: % of days students attended*</b>     |                             |                                   |                            |                            |                            |
| (As of October 31)  | 2007-08                        | 2008-09                    | 2009-10                     | (As of June 30)                                     | 2007-08                     | 2008-09                           | 2009-10                    |                            |                            |
| Pre-K   |                                |                            |                             |   |                             |                                   |                            |                            |                            |
| Kindergarten  |                                |                            |                             |   |                             |                                   |                            |                            |                            |
| Grade 1   |                                |                            |                             | <b>Student Stability: % of Enrollment</b>           |                             |                                   |                            |                            |                            |
| Grade 2   |                                |                            |                             | (As of June 30)                                     | 2007-08                     | 2008-09                           | 2009-10                    |                            |                            |
| Grade 3   |                                |                            |                             |   |                             |                                   |                            |                            |                            |
| Grade 4   |                                |                            |                             | <b>Poverty Rate: % of Enrollment</b>                |                             |                                   |                            |                            |                            |
| Grade 5   |                                |                            |                             | (As of October 31)                                  | 2007-08                     | 2008-09                           | 2009-10                    |                            |                            |
| Grade 6   |                                |                            |                             |   |                             |                                   |                            |                            |                            |
| Grade 7   |                                |                            |                             | <b>Students in Temporary Housing: Total Number</b>  |                             |                                   |                            |                            |                            |
| Grade 8   |                                |                            |                             | (As of June 30)                                     | 2007-08                     | 2008-09                           | 2009-10                    |                            |                            |
| Grade 9   |                                |                            |                             |   |                             |                                   |                            |                            |                            |
| Grade 10  |                                |                            |                             | <b>Recent Immigrants: Total Number</b>              |                             |                                   |                            |                            |                            |
| Grade 11  |                                |                            |                             | (As of October 31)                                  | 2007-08                     | 2008-09                           | 2009-10                    |                            |                            |
| Grade 12  |                                |                            |                             |   |                             |                                   |                            |                            |                            |
| Ungraded  |                                |                            |                             | <b>Suspensions: (OSYD Reporting) – Total Number</b> |                             |                                   |                            |                            |                            |
| Total   |                                |                            |                             | (As of June 30)                                     | 2007-08                     | 2008-09                           | 2009-10                    |                            |                            |
|   |                                |                            |                             |   |                             |                                   |                            |                            |                            |
| <b>Special Education Enrollment:</b>                                    |                                |                            |                             | <b>Suspensions: (OSYD Reporting) – Total Number</b> |                             |                                   |                            |                            |                            |
| (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  |                                |                            |                             | Principal Suspensions                               |                             |                                   |                            |                            |                            |
| No. in Collaborative Team Teaching (CTT) Classes                        |                                |                            |                             | Superintendent Suspensions                          |                             |                                   |                            |                            |                            |
| Number all others   |                                |                            |                             |   |                             |                                   |                            |                            |                            |
| <i>These students are included in the enrollment information above.</i> |                                |                            |                             |   |                             |                                   |                            |                            |                            |

| DEMOGRAPHICS  |         |         |         |  |         |         |         |  |
|---|---------|---------|---------|--|---------|---------|---------|--|
| <b>English Language Learners (ELL) Enrollment:</b><br>(BESIS Survey)                                  |         |         |         | <b>Special High School Programs: Total Number</b>                                |         |         |         |  |
| (As of October 31)  |         |         |         | (As of October 31)   | 2007-08 | 2008-09 | 2009-10 |  |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | CTE Program Participants   |         |         |         |  |
| # in Trans. Bilingual Classes   |         |         |         | Early College HS Participants  |         |         |         |  |
| # in Dual Lang. Programs  |         |         |         |  |         |         |         |  |
| # receiving ESL services only   |         |         |         | <b>Number of Staff: Includes all full-time staff</b>                             |         |         |         |  |
| # ELL's with IEPs   |         |         |         | (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   |         |         |         |  |
|   |         |         |         | Number of Administrators and Other Professionals                                 |         |         |         |  |
| <b>Overage Students: # entering students overage for grade</b>  |         |         |         | Number of Educational Paraprofessionals  |         |         |         |  |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 |  |         |         |         |  |
|   |         |         |         |  |         |         |         |  |
|   |         |         |         | <b>Teacher Qualifications:</b>   |         |         |         |  |
| <b>Ethnicity and Gender: % of Enrollment</b>  |         |         |         | (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                           |         |         |         |  |
| American Indian or Alaska Native  |         |         |         | Percent more than two years teaching in this school                              |         |         |         |  |
| Black or African American   |         |         |         | Percent more than five years teaching anywhere                                   |         |         |         |  |
| Hispanic or Latino  |         |         |         | Percent Masters Degree or higher   |         |         |         |  |
| Asian or Native Hawaiian/Other Pacific Isl.   |         |         |         | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) |         |         |         |  |
| White   |         |         |         |  |         |         |         |  |
| Multi-racial  |         |         |         |  |         |         |         |  |
| <b>Male</b>   |         |         |         |  |         |         |         |  |
| <b>Female</b>   |         |         |         |  |         |         |         |  |

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

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY   |   |
|--|---|
| SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>  | If yes, area(s) of SURR identification: |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input 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)                               |                           |         |               |
| Improvement (year 1)                                 |                           |         |               |
| Improvement (year 2)                                 |                           |         |               |
| Corrective Action (year 1)                           |                           |         |               |
| Corrective Action (year 2)                           |                           |         |               |
| Restructuring (year 1)                               |                           |         |               |
| Restructuring (year 2)                               |                           |         |               |
| Restructuring (Advanced)                             |                           |         |               |

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

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

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

### Key: AYP Status

|                 |                                   |   |   |    |   |
|-----------------|-----------------------------------|---|---|----|---|
| √               | Made AYP                          | X | Did Not Make AYP  | X* | Did Not Make AYP Due to Participation Rate Only |
| √ <sup>SH</sup> | 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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

| <b>Progress Report Results – 2008-09</b>   |  | <b>Quality Review Results – 2008-09</b>                    |  |
|--|--|--|--|
| <b>Overall Letter Grade</b>  |  | <b>Overall Evaluation:</b>                                 |  |
| <b>Overall Score</b>   |  | <b>Quality Statement Scores:</b>                           |  |
| <b>Category Scores:</b>  |  | Quality Statement 1: Gather Data                           |  |
| School Environment<br>(Comprises 15% of the Overall Score)                         |  | Quality Statement 2: Plan and Set Goals                    |  |
| School Performance<br>(Comprises 25% of the Overall Score)                         |  | Quality Statement 3: Align Instructional Strategy to Goals |  |
| Student Progress<br>(Comprises 60% of the Overall Score)                           |  | Quality Statement 4: Align Capacity Building to Goals      |  |
| Additional Credit  |  | 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?
- 

### **Trends**

- Teacher attendance is consistently above 95%. Evidence of the level of enthusiasm is demonstrated by a unanimous UFT vote to conduct collaborative preparation and professional development in excess of the required teacher program.
- Administration observes classes daily. Both formal and informal observations are immediately followed by relevant feedback citing commendations and recommendations.
- Teachers and students meet for informal tutoring sessions during their daily lunch periods.
- School staff is collegial and highly supportive of one another's efforts and needs. They frequently assist one another without administrative directives. Such support is demonstrated by, but not limited to: mentoring, informal departmental meetings during free periods, voluntarily covering teachers' classes as needed.
- Classroom management and behavioral issues have decreased as a result of firm and consistent issuance of progressive disciplinary actions.
- Student expectations of classroom teachers have increased.

### **Accomplishments**

- In late August of 2010, the entire administrative staff of Bronx High School for Law and Community Service changed. Mr. Michael Barakat accepted the principalship. He, in turn, staffed two assistant principals who are dedicated to instilling consistency, structure, and high quality instruction. This complete change in leadership has resulted in and continues to glean a myriad of positive effects.
- Special Education compliance issues were immediately addressed and student academic programs were directly aligned with the requirements outlined in their IEPs.
- Administration immediately began developing and establishing a positive tone dedicated to academic achievement and social/emotional growth with staff and students alike. Perhaps one of the most effective steps in assisting students and staff with the transition to a new administration has been

Principal Barakat's open-door policy and regular informal meetings with staff and groups of students through the Lunch with the Principal initiative.

- A commitment to fostering the value of scholastic achievement, global citizenship, and college/career preparation for all students, has been infused throughout all programs and plans. To demonstrate this commitment, we continue participation in the Advancement Via Individual Determination (AVID) program in which the school has been participating since 2006. The AVID program instills college readiness throughout our learning community and provides students with academic and study skills that facilitate success in high school and beyond. Through AVID, we promote attendance at college fairs and sponsor trips that allow our students the opportunity to visit four year colleges and universities. Additionally, the participation of parents is a priority in AVID. Parents sign a contract pledging ongoing support of their child and attendance during AVID parent meetings.
- Other programs include the Blue Star Financial Literacy Program in Economics, Classroom Inc., which highlights the West End Law Literacy Program and Alicia Leary Literacy-Based Community Service project. We also host the Junior Reserve Officer Training Corps (JROTC) for the campus.
- Through our community based organization, Good Shepherd Services, we have established a mentorship program with the Bronx District Attorney's Office. Additionally, we have developed partnerships with the law firm of Simpson, Thatcher, and Bartlett; the New York City Police Department, and Drug Enforcement Agency (DEA) Explorer Programs.

### **Barriers**

- Parental Involvement
  - There remains a need to increase parental involvement by encouraging participation in all aspects of students' education and social/emotional development.
- Social, Emotional, and English Language Literacy
  - Most of our students qualify for free or reduced lunch and live in economically disadvantaged environments.
  - Many are children of immigrants or immigrants themselves.
  - Most will be the first in their families to either graduate from a secondary school or attend college.
  - A large percentage of our students live in single-parent, female –headed homes.
- Grade Level Proficiency
  - Nearly 80% of our incoming students enter our school as a Level 1 or Level 2 students.
  - Students are entering Bronx High School for Law and Community Service testing below grade level in most core content areas; specifically mathematics and English Language Arts.

## 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.

---

**1. To increase student credit accumulation.**

| COHORT | 10+ Credits earned 2009-2010 | 10+ Credits Earned 2010-2011 |
|--------|------------------------------|------------------------------|
| 2014   | N/A                          | 70%                          |
| 2013   | 64.58%                       | 70%                          |
| 2012   | 59.3%                        | 65%                          |
| 2011   | 65.2%                        | 70%                          |

**2. To increase ninth grade student attendance.**

- By June 2011, ninth grade student attendance will increase from 77% to 82%

**3. To increase the number of students passing required Regents examinations with a score of 65 or higher.**

| REGENTS EXAM                         | >65 2009-2010 | >65 2010-2011 |
|--------------------------------------|---------------|---------------|
| <b>Integrated Algebra</b>            | 42.7%         | 50%           |
| <b>ELA</b>                           | 45.5%         | 50%           |
| <b>Global Studies</b>                | 17.5%         | 25%           |
| <b>U.S. History &amp; Government</b> | 25.7%         | 30%           |
| <b>Living Environment</b>            | 46.3%         | 50%           |

**4. To provide all pedagogical staff training on the Common Core State Standards and their implications.**

- By June 2011, pedagogues will have received at least ten hours of professional development pertaining to the Common Core State Standards.

**5. To develop grade/departmental teams with aligned curricula and assessments.**

- By June 2011, each grade level will have a have a NYS standards-based curriculum.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, 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.

**Subject/Area (where relevant):** Student Attendance

|  |  |
|--|--|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>   | <p>To increase student attendance as follows:</p> <ul style="list-style-type: none"> <li>• By June 2011, ninth grade student attendance will increase from 77% to 82%</li> </ul>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>  | <ol style="list-style-type: none"> <li>1. Develop and implement a program of incentives to reward individual students for maintaining 80% daily attendance.</li> <li>2. Conduct weekly attendance team meetings, including the principal and the attendance team (as indicated on the schools’ consolidated plan) will be conducted to review current attendance data and identify trends.</li> <li>3. Utilize a two-year \$300,000.00 grant through Good Shepherd Community Services targeting forty-five at-risk-ninth grade students for daily attendance interventions and counseling services.</li> <li>4. Conduct targeted home visits on weekends by the attendance teacher will continue.</li> <li>5. Assigning classroom teachers a target group of students for parental outreach, including but not limited to daily phone calls, written communications, etc.</li> <li>6. Assign guidance counselors, social worker and parent coordinator groups of students with an attendance rate of 70-80% for regular parental contact and conferences with the assistant principal.</li> <li>7. Review records of students to ensure that discharges and transfers are completed in a timely and accurate manner.</li> <li>8. Activate an automated phone messaging system to deliver repeated contact to student homes at appropriate hours to apprise parents of student attendance.</li> </ol> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/>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</p> | <p>Tax Levy FSF, Title I, Contract for Excellence, AIDP, IDEA ARRA</p>   |

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| <p><i>described in this action plan.</i></p>   |   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> <li>• Agenda/Minutes from weekly attendance team meetings</li> <li>• Records of weekly home visits</li> <li>• Logs of daily parental contact of targeted students maintained by teachers, guidance counselors, social workers, parent coordinator, and community assistant</li> <li>• Periodic examination of attendance data to assess progress and adjust course of action</li> <li>• iLogs</li> <li>• Phone messenger logs</li> </ul> |

**Subject/Area (where relevant):** Credit Accumulation

| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p>To increase student credit accumulation as follows:</p> <table border="1" data-bbox="863 386 1850 573"> <thead> <tr> <th>COHORT</th> <th>10+ Credits earned 2009-2010</th> <th>10+ Credits Earned 2010-2011</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>N/A</td> <td>70%</td> </tr> <tr> <td>2013</td> <td>64.58%</td> <td>70%</td> </tr> <tr> <td>2012</td> <td>59.3%</td> <td>65%</td> </tr> <tr> <td>2011</td> <td>65.2%</td> <td>70%</td> </tr> </tbody> </table>  | COHORT                       | 10+ Credits earned 2009-2010 | 10+ Credits Earned 2010-2011 | 2014 | N/A | 70% | 2013 | 64.58% | 70% | 2012 | 59.3% | 65% | 2011 | 65.2% | 70% |
|---|--|------------------------------|------------------------------|------------------------------|------|-----|-----|------|--------|-----|------|-------|-----|------|-------|-----|
| COHORT  | 10+ Credits earned 2009-2010   | 10+ Credits Earned 2010-2011 |                              |                              |      |     |     |      |        |     |      |       |     |      |       |     |
| 2014  | N/A  | 70%                          |                              |                              |      |     |     |      |        |     |      |       |     |      |       |     |
| 2013  | 64.58%   | 70%                          |                              |                              |      |     |     |      |        |     |      |       |     |      |       |     |
| 2012  | 59.3%  | 65%                          |                              |                              |      |     |     |      |        |     |      |       |     |      |       |     |
| 2011  | 65.2%  | 70%                          |                              |                              |      |     |     |      |        |     |      |       |     |      |       |     |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ol style="list-style-type: none"> <li>1. Program teachers’ schedules for 2010-2011 to allow for common preparation periods, departmental meetings, and grade team collaborative efforts</li> <li>2. Implement collaboration between special education teachers and their general education colleagues to reinforce the implications of each student’s IEP goals as they relate to content area expectations and goals</li> <li>3. Reinstate three marking period per semester to facilitate the identification of students who are not making progress in a timely fashion</li> <li>4. Implement marking period grade reviews and a mid-year transcript reviews to provide interim data on progress toward the ten-credit per year goal</li> <li>5. Provide academic interventions as necessary</li> <li>6. Develop contracts with failing students to facilitate student and parental understandings of the action that each student needs to take in order to succeed in a course wherein s/he possesses deficiencies thereby fostering ownership of and accountability for his/her academic success</li> <li>7. Train teachers and guidance counselors in the use of Datacation online software to facilitate the monitoring of student progress and to better collaborate with students to develop an understanding of his/her current progress and the construction of an action plan toward graduation and beyond</li> <li>8. Utilize Easy Grade Pro online software to monitor student progress. Additionally, parents and students will be given access to monitor student progress</li> <li>9. Conference with students after the distribution of report cards each semester to distribute student transcripts and remind students of the requirements toward graduation and successful matriculation into a post-secondary institution</li> <li>10. Publicize availability of credit recovery options and electives via phone master and letters to parents</li> <li>11. Utilize after school time slots for credit recovery</li> </ol> |                              |                              |                              |      |     |     |      |        |     |      |       |     |      |       |     |

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| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>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.</i></p> | <p>Tax Levy FSF (Teacher Per Session)</p>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>  | <ol style="list-style-type: none"> <li>1. Teacher schedules reflect common planning times</li> <li>2. A June 2011 review of student transcripts will reflect student participation in elective and credit recovery opportunities leading to an increase in students in 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades who accumulate ten or more credits</li> <li>3. Credit recovery program schedules</li> <li>4. Student attendance logs from credit recovery programs</li> <li>5. Advertisements to students/letters to parents/guardians regarding credit recovery programs</li> <li>6. Student transcripts</li> </ol> |

**Subject/Area (where relevant):** Regents Accumulation

| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p>To increase student Regents accumulation as follows:</p> <table border="1" data-bbox="934 386 1774 597"> <thead> <tr> <th>REGENTS EXAM</th> <th>&gt;65 2009-2010</th> <th>&gt;65 2010-2011</th> </tr> </thead> <tbody> <tr> <td><b>Integrated Algebra</b></td> <td>42.7%</td> <td>50%</td> </tr> <tr> <td><b>ELA</b></td> <td>45.5%</td> <td>50%</td> </tr> <tr> <td><b>Global Studies</b></td> <td>17.5%</td> <td>25%</td> </tr> <tr> <td><b>U.S. History &amp; Government</b></td> <td>25.7%</td> <td>30%</td> </tr> <tr> <td><b>Living Environment</b></td> <td>46.3%</td> <td>50%</td> </tr> </tbody> </table>  | REGENTS EXAM  | >65 2009-2010 | >65 2010-2011 | <b>Integrated Algebra</b> | 42.7% | 50% | <b>ELA</b> | 45.5% | 50% | <b>Global Studies</b> | 17.5% | 25% | <b>U.S. History &amp; Government</b> | 25.7% | 30% | <b>Living Environment</b> | 46.3% | 50% |
|---|--|---------------|---------------|---------------|---------------------------|-------|-----|------------|-------|-----|-----------------------|-------|-----|--------------------------------------|-------|-----|---------------------------|-------|-----|
| REGENTS EXAM  | >65 2009-2010  | >65 2010-2011 |               |               |                           |       |     |            |       |     |                       |       |     |                                      |       |     |                           |       |     |
| <b>Integrated Algebra</b>   | 42.7%  | 50%           |               |               |                           |       |     |            |       |     |                       |       |     |                                      |       |     |                           |       |     |
| <b>ELA</b>  | 45.5%  | 50%           |               |               |                           |       |     |            |       |     |                       |       |     |                                      |       |     |                           |       |     |
| <b>Global Studies</b>   | 17.5%  | 25%           |               |               |                           |       |     |            |       |     |                       |       |     |                                      |       |     |                           |       |     |
| <b>U.S. History &amp; Government</b>  | 25.7%  | 30%           |               |               |                           |       |     |            |       |     |                       |       |     |                                      |       |     |                           |       |     |
| <b>Living Environment</b>   | 46.3%  | 50%           |               |               |                           |       |     |            |       |     |                       |       |     |                                      |       |     |                           |       |     |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>                     | <ol style="list-style-type: none"> <li>1. Program teachers’ schedules for 2010-2011 to allow for common preparation periods, departmental meetings, and grade team collaborative efforts</li> <li>2. Implement collaboration between special education teachers and their general education colleagues to reinforce the implications of each student’s IEP goals as they relate to content area expectations and goals</li> <li>3. Administer predictive/mock Regents exams and collaborative meetings with staff to assess student work and areas of need</li> <li>4. Monitor NYS required science labs and allocate time for students to make-up assignments so as to facilitate increased inclusion on Living Environment and Earth Science Regents exams</li> <li>5. Conference with students after the distribution of report cards each semester to distribute student transcripts and remind students of the requirements toward graduation and successful matriculation into a post-secondary institution</li> <li>6. Design and offer Regents preparatory courses</li> <li>7. Publicize Regents preparatory courses via phone master and letters to parents</li> <li>8. Utilize after school time slots for credit recovery</li> <li>9. Include Agile Minds computer-based Integrated Algebra program to facilitate student success in this content area</li> </ol> |               |               |               |                           |       |     |            |       |     |                       |       |     |                                      |       |     |                           |       |     |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will</p> | <p>Title I SWP, Tax Levy Fair Student Funding, Contract for Excellence, Title I ARRA, IDEA ARRA</p>  |               |               |               |                           |       |     |            |       |     |                       |       |     |                                      |       |     |                           |       |     |

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| <p><i>support the actions/strategies/ activities described in this action plan.</i></p>  |   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ol style="list-style-type: none"> <li>1. Teacher schedules reflect common planning times</li> <li>2. A June 2011 review of student transcripts will reflect student participation in Regents preparatory courses</li> <li>3. Regents preparatory program schedules</li> <li>4. Student attendance logs from Regents preparatory programs</li> <li>5. Advertisements to students/letters to parents/guardians regarding credit recovery programs</li> <li>6. NYS Regents exam outcomes</li> <li>7. Student transcripts</li> </ol> |

**Subject/Area (where relevant):** Common Core State Standards

|   |   |
|---|---|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p>To provide all pedagogical staff training on the Common Core State Standards (CCSS) and their implications.</p> <ul style="list-style-type: none"> <li>• By June 2011, pedagogues will have received a minimum of ten (10) hours of professional development pertaining to the Common Core State Standards.</li> </ul>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>   | <ol style="list-style-type: none"> <li>1. Attend CCSS professional development opportunities via America’s Choice and New Visions for Public Schools</li> <li>2. Implement professional development activities throughout the school year to acquaint pedagogical staff with CCSS and convey their future implications</li> <li>3. Develop guidelines for teacher inclusion of CCSS in the unit/lesson planning</li> <li>4. Collaboration with SBST will focus on developing the means to facilitate the conveyance of information to parents about the Common Core State Standards.</li> <li>5. Review with pedagogical team to determine relevancy of current supplementary materials and curricula towards student success under CCSS</li> <li>6. Investigate development of the required Financial Literacy curriculum</li> </ol> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/>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>Title I SWP, Tax Levy Fair Student Funding</p>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>  | <ol style="list-style-type: none"> <li>1. Frequent and documented administrative formal and informal observation of classroom teachers with relevant feedback</li> <li>2. Agenda, attendance and minutes of monthly professional development meetings</li> <li>3. Monthly logs from staff development meetings with teachers</li> <li>4. Mentor logs</li> <li>5. Schedule of learning walks</li> <li>6. Samples of teacher observations</li> </ol>  |

## **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:<br>Guidance<br>Counselor | At-risk Services:<br>School<br>Psychologist | At-risk Services:<br>Social Worker | At-risk<br>Health-related<br>Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
|       | # of Students<br>Receiving AIS             | # of Students<br>Receiving AIS              | # of Students<br>Receiving AIS     | # of Students<br>Receiving AIS        |
| K     | N/A                            | N/A                            | N/A                            | N/A                            | N/A  | N/A   | N/A                                | N/A                                   |
| 1     | N/A                            | N/A                            | N/A                            | N/A                            | N/A  | N/A   | N/A                                | N/A                                   |
| 2     | N/A                            | N/A                            | N/A                            | N/A                            | N/A  | N/A   | N/A                                | N/A                                   |
| 3     | N/A                            | N/A                            | N/A                            | N/A                            | N/A  | N/A   | N/A                                | N/A                                   |
| 4     | N/A                            | N/A                            | N/A                            | N/A                            | N/A  | N/A   | N/A                                | N/A                                   |
| 5     | N/A                            | N/A                            | N/A                            | N/A                            | N/A  | N/A   | N/A                                | N/A                                   |
| 6     | N/A                            | N/A                            | N/A                            | N/A                            | N/A  | N/A   | N/A                                | N/A                                   |
| 7     | N/A                            | N/A                            | N/A                            | N/A                            | N/A  | N/A   | N/A                                | N/A                                   |
| 8     | N/A                            | N/A                            | N/A                            | N/A                            | N/A  | N/A   | N/A                                | N/A                                   |
| 9     | 85                             | 88                             | 85                             | 85                             | 190  | 30  | 34                                 | 190                                   |
| 10    | 124                            | 90                             | 77                             | 126                            | 136  | 22  | 22                                 | 136                                   |
| 11    | 28                             | 19                             | 19                             | 59                             | 60   | 12  | 4                                  | 60                                    |
| 12    | 25                             | 25                             | 27                             | 42                             | 70   | 16  | 11                                 | 70                                    |

**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**

|   |  |
|---|--|
| <p>Name of Academic Intervention Services (AIS)</p>                 | <p><b>Description:</b> Provide a brief description of <b>each</b> 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.).</p>  |
| <p><b>ELA:</b></p>  | <p>For all students (special education, English language learners and general education) in need of services, we provide the following: Small group instruction, one-to-one and small group tutoring during and after the school day, additional preparatory/support classes after school. Use of the Scantron/Ed Performance as a baseline performance indicator that facilitates teacher understanding of student Lexile levels, strengths, weaknesses and deficiencies.</p>   |
| <p><b>Mathematics:</b></p>  | <p>For all students (special education, English language learners and general education) in need of services, we provide the following: small group instruction, one-to-one and small group tutoring during and after the school day, additional preparatory/support classes after school. Use of the Scantron/Ed Performance as a baseline performance indicator that facilitates teacher understanding of student mathematical levels, strengths, weaknesses and deficiencies.</p>   |
| <p><b>Science:</b></p>  | <p>For all students (special education, English language learners and general education) in need of services, we provide the following: Small group instruction, one-to-one and small group tutoring during and after the school day, additional preparatory/support classes after school.</p>   |
| <p><b>Social Studies:</b></p>                                       | <p>For all students (special education, English language learners and general education) in need of services, we provide the following: small group instruction, one-to-one and small group tutoring during and after the school day, additional preparatory/support classes after school.</p>   |
| <p><b>At-risk Services Provided by the Guidance Counselor:</b></p>  | <p>Counseling services are provided for at-risk students through the services of MRT and Good Shepherd. Cohort teams and the pupil personnel review selected students to discuss appropriate intervention strategies. Individual and group counseling, academic advisement, and college advisement are provided for parents and students. Students and parents are advised and directed towards alternative placement and assistive social service program. Regular appraisal of student attendance is given to administrative staff and parents. Daily monitoring of identified at-risk students is provided as needed.</p> |
| <p><b>At-risk Services Provided by the School Psychologist:</b></p> | <p>Ensures effective management of the evaluation process, administers timely psycho-educational assessments, facilitates IEP meetings, conducts classroom observations of students, determines the need for psychological evaluation, consults with school staff, parents, and students regarding behavioral management issues and concerns, and serves on school-level committees focused on meeting students' needs.</p>  |
| <p><b>At-risk Services Provided by the Social Worker:</b></p>       | <p>Ensures that procedural safeguards notice has been received and understood, obtains consent for initial evaluation (C-1), gives parents the special education parents rights handbook, conducts social histories of students, reviews home language surveys (HLS), gives parent requests for physical examinations, obtains consent for release of information from other sources from parents, determines language of assessment</p>   |

|   |  |
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|   | appropriate for students.  |
| <b>At-risk Health-related Services:</b> | Montefiore Health Clinic, which is located on campus, provides at-risk health-related services to our students with at-risk health issues. Additionally, the clinic provides medical attention as well as psychiatric evaluation and service to all students who are registered with the clinic through the school. STD testing service is provided to our students. |

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELL's)**

*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.

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**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) 9-12 419 Number of Students to be Served: 63 LEP 349 Non-LEP

Number of Teachers 2 Other Staff (Specify) \_\_\_\_\_

**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.

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### **Language Allocation Policy Team Composition**

Our LAP team consists of the following members: Michael Barakat, Principal; Geralda Valcin, Assistant Principal; Michele Lukelitch, Assistant Principal; Nelly Lopez, Parent Coordinator; Mildred Reyes, Guidance Counselor; Angelique Pierre, Guidance Counselor; Yudelka Ramirez, Guidance Counselor, Louisa Grogue ESL Coordinator; Jessica Faugno-Ramirez, ESL Teacher.

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### **Teacher Qualifications**

The ESL teachers at Bronx High School for Law and Community Service, Grogue and Jessica Faugno-Ramirez are fully certified TESOL teachers. We also have several content-area teachers that collaborate with our ELL teachers and act as a support team. In addition, to those teachers, we have teachers speaking Spanish, French, Haitian Creole, and Italian who are also part of this support team and work with the students in class and at tutoring.

### **ELL Demographics**

There are 412 students in Bronx High School for Law and Community Service. There are 63 English Language Learners at Bronx High School for Law and Community Service, which is approximately 15% of the school's total population. There are four languages spoken among our ELL population.

- Grade 9: 24 speak Spanish, 1 speaks Arabic, and 1 speaks Twi
- Grade 10: 1 speaks Twi and 21 speak Spanish
- Grade 11: 9 speak Spanish
- Grade 12: 6 speak Spanish and 1 speaks Mandingo

### **Years of Service**

| <b>Years</b> | <b>GRADE 9</b> | <b>GRADE 10</b> | <b>GRADE 11</b> | <b>GRADE 12</b> |
|--------------|----------------|-----------------|-----------------|-----------------|
| <b>1-3</b>   | 6              | 5               | 2               | 1               |
| <b>4-6</b>   | 9              | 6               | 2               | 0               |
| <b>&gt;6</b> | 10             | 10              | 5               | 7               |

### **Parent Program Choices**

The parent survey letters at our school mostly indicate a Freestanding English as a Second Language Program as their choice. Some of the parents of the Beginning level students were interested in a Bilingual Program. Freestanding ESL is the only program offered at Bronx High School for Law and Community Service. The patterns in student's results in the four modalities across the proficiency levels and grades are as follows: the students are scoring higher in listening and speaking than reading and writing on the NYSESLAT. The students are developing competence in Basic Interpersonal Communication Skills at a rapid pace. Based upon the NYC and NYS assessment data, Cognitive Academic Language Proficiency is an area in need of improvement.

## Assessment Analysis

### NYSESLAT

There are 63 English Language Learners in the ESL Program. The level of proficiency and placement of our students were identified through the LAB-R and/or the NYSESLAT. According to the 2010 NYSESLAT results and the NYSESLAT 2010 scoring scale, the students' performance results breakdown is as follows:

#### Listening/Speaking

| LEVEL        | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--------------|---------|----------|----------|----------|
| Beginner     | 1       | 2        | 0        | 0        |
| Intermediate | 4       | 1        | 0        | 1        |
| Advanced     | 7       | 8        | 3        | 4        |
| Proficient   | 11      | 8        | 6        | 2        |
| Not Tested   | 2       | 2        | 0        | 1        |
| TOTAL        | 25      | 21       | 9        | 8        |

#### Reading/Writing

| LEVEL        | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--------------|---------|----------|----------|----------|
| Beginner     | 8       | 4        | 0        | 0        |
| Intermediate | 10      | 7        | 4        | 5        |
| Advanced     | 5       | 8        | 4        | 2        |
| Proficient   | 0       | 0        | 1        | 0        |
| Not Tested   | 2       | 2        | 0        | 1        |
| TOTAL        | 25      | 21       | 9        | 8        |

As revealed by this 2010 NYSESLAT data, our students' primary weaknesses are reading and writing.

- 26 ELL students tested at the intermediate level in reading and writing
- 19 ELL students are advanced
- 1 ELL student is proficient in reading and writing.

#### Implications for Instruction

The 2010 NYSESLAT data indicates that our students require greater support in reading and writing. In an effort to move students who require greater support in writing to the next level, we use the following strategies: shared writing, teacher modeling of writing, the writing process, differentiation of instruction, using data to drive instruction, ongoing assessment, graphic organizers, small group guided instruction, and peer conferencing.

## Regents Exams

| EXAM                 | Number of Students Tested | Passing Rate |
|----------------------|---------------------------|--------------|
| Integrated Algebra   | 34                        | 17.65%       |
| ELA                  | 22                        | 13.6%        |
| Global History       | 10                        | 10%          |
| U.S. History & Gov't | 31                        | 9.6%         |
| Living Environment   | 32                        | 18.75%       |

Students' highest performance levels are evident in Mathematics and Living Environment; the lowest percentages are in U.S. History and Government and Global Studies. The Regents exams require language skills and functions of an academic and cognitive nature. Greater integration of language and content into core subject classes as a method of facilitating English language acquisition is an area in need of improvement.

## Planning for ELL students

### Instructional Delivery

Bronx High School for Law and Community Service has a free-standing ESL program servicing students in grades nine through twelve. English is the language of instruction for the ESL program. The instructional components include: English as a second language, English language arts, and content area in the general education program. The number of ESL instructional units that students receive is allocated per New York State CR Part 154 regulation and determined by students' proficiency levels (as determined by the LAB-R or NYSESLAT scores).

Students are assigned to:

- Beginning Level (3 daily units of ESL),
  - Intermediate Level (2 daily unit of ESL and 1 daily unit of ELA), or
  - Advanced Level (1 daily unit of ESL and 1 daily unit of ELA) based on their NYSESLAT scores.
- All ELL students are serviced by certified ESL teachers
  - Instruction is aligned to NYCDOE and NYS core curriculum
  - English language instruction is provided through content areas using scaffolding strategies to ensure both language and content acquisition (i.e. bridging, anticipatory guides, contextualization, etc)
  - ESL instruction is aligned to standards and develops all four language skills: listening, speaking, reading and writing
  - Teachers have high expectations for all students and take responsibility for their success
  - Lesson planning reflects teachers' short and long term objectives for language and content development
  - Classrooms are structured and organized to enhance achievement for students based upon their differing needs
  - Materials are age-level and culturally appropriate and aligned to NYS standards in all areas of instruction in the three proficiency levels
  - Accessibility to technology, which includes computers and audiovisual equipment, is available and utilized in the classroom, laboratories and library.

### **How do we differentiate instruction for ELL subgroups (SIFE student, long term ELL students)?**

- Long term ELL students held over in grades are offered tutoring during and after the school day in which highly qualified teachers assist students with homework, assigned tasks, test review, and computer skills. These teachers span all core content areas.
- Long term ELL students for whom chronic absence is a problem are monitored as part of the LAB BESIS. Attendance issues will be discussed with students, parents, and if necessary, our bilingual attendance teacher will conduct home visits to students who are excessively absent. The ESL guidance counselors will monitor and meet with students to discuss the impact of their attendance.
- All SIFE students are provided literacy instruction and individualized tutoring using adapted materials and simplified texts. Additionally, teachers providing services in core content areas and ESL receive resources to further support SIFE students
- New ELL students are assessed and programmed in a timely manner. The guidance counselor and ELL teachers conduct periodic conferences with the students and the content area teachers to monitor students' progress.
- Students who have met the New York State requirements to exit ELL program's progress, is monitored by guidance, ELL teachers, and the SBST for a period of no less than one year. Additionally, support services (tutoring, guidance, parental support, and resources) for ELL students remain available.
- ELL students who receive special education services are provided with accommodations per their Individualized Education Plans (paraprofessionals, testing accommodations, etc.)

### **Describe your targeted intervention programs for ELL student in ELA, mathematics and other content areas**

- A guide to teaching ELL students at Bronx High School for Law and Community Service is distributed to all teachers at the start of the school year. This guide includes useful ELL strategies to use in the content-area classroom and a list of resources available to teachers and ELL students.
- The Longman textbook series is available in social studies, mathematics and science. These texts are specifically designed for ELL students to help them gain access to content-area information
- Content area teachers are encouraged to apply for dual certification in ELL and their subject areas
- Professional development, ELL Institute, is available to all content-area teachers. Throughout this workshop, content area teachers are trained in differentiated ELL strategies
- All teachers and administrators have access to student data via Datacator online software and utilize it actively and continuously to plan instruction and intervention
- Data analysis informs instruction and is the basis for planning, language instruction, and programming decisions.
- Teachers of ELL students are familiarized with the content areas' curriculums and target skills (mathematics, science, English language arts, and social studies)
- Instructional practices are modified, augmented, and differentiated, based upon students' linguistic and academic needs, utilizing strategies that ensure student success
- Content area teachers survey students to consider their special acquisition needs in L1 and L2
- Teachers clearly articulate high expectations for all students and take responsibility for their success
- Students have access to appropriate software which is aligned to standards-based core curriculum (in both languages when available)
- Classrooms are structured and organized to enhance achievement for students with differences in language proficiencies
- Accessibility to technology, which includes computers and audiovisual equipment, is available and utilized in the classroom, laboratories and the library.
- Content area teachers provide meaningful lessons that strengthen background information and promote student literacy. ESL and content area teachers meet regularly to share best practices

## **Resources and Support**

The instructional materials used in the ELL program support the development of language acquisition across content areas. The primary textbooks, *Visions Basic A, B, and C* support the New York State standards for English as a Second Language in grades 9-12. Additionally, each ESL classroom is equipped with a library consisting of books of varying literacy level, linguistic proficiency, and genre.

## **High Quality Teachers for ELL Students**

- Teachers providing services to ELL students in the content area classes are encouraged to complete a dual certification in ESL (including participation in city, state and federally funded tuition reimbursement programs)
- All teachers servicing ELL students must attend ten (10) hours of staff development related to the education and assessment of ELL students in order to be considered a high quality teacher

**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.

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- Teachers are provided with ongoing research-based staff development that supports strategies to improve teaching and learning for ELL students
- Content area teachers are trained to utilize systematic discipline-specific language (routines, questioning, and ongoing assessment techniques)
- Content area teachers are trained in second language acquisition and ELL methodologies
- All teachers are encouraged to attend a QTEL (Quality Teaching for English Language Learners) workshop

**Section III. Title III Budget**

**School: 10439**

**BEDS Code: 321000011439**

|   |                        |   |
|---|------------------------|---|
| <b>Allocation Amount:</b> \$15,000.00   |                        |   |
| <b>Budget Category</b>  | <b>Budgeted Amount</b> | <b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>                |
| <b>Professional salaries (schools must account for fringe benefits)</b><br>- Per session<br>- Per diem                                    | \$3200.00              | 75 hours of per session for the ELL teacher and general education teachers to provide additional services to ELL students |
|   | \$2,500.00             | 3% a full-time ELL teacher's salary   |
| <b>Supplies and materials</b><br>- Must be supplemental.<br>- Additional curricula, instructional materials.<br>- Must be clearly listed. | \$4000.00              | Supplemental materials for ELL students   |
| <b>Educational Software (Object Code 199)</b>   | \$5,000.00             | Rosetta Stone Language Development Software   |
| <b>Travel</b>   |                        |   |
| <b>Other Parent Workshop</b>  | \$300.00               | Informational parent workshops will be held for the parents of ELL students during the school year.                       |
| <b>TOTAL</b>  | <b>\$15000.00</b>      |   |

### **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**

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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.
  - Our school use disaggregated data from ATS to monitor the ethnicity of our population
  - We interview each family and their needs are determined
  - Many staff members are proficient/fluent in secondary and tertiary languages
  - Based upon interview conducted by the administration, guidance counselors, the community assistant, parent coordinator, and attendance teacher; our findings indicate that there is a significant Non-English speaking parent/guardian population many of whom are recent arrivals to the United States.
  - Parent/guardian inclusionary events such as: morning and evening Parent Association meetings and multi-lingual parent teacher conferences
  - Bi-lingual community assistant and parent coordinator
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.
  - There is a need to communicate in English and Spanish. Our school also serves families who speak: Spanish, Haitian-Creole, French, Arabic, Twi, Mandingo
  - In addition to several other languages, several school staff members speak: Spanish, Haitian-Creole, and French. Oral interpretation services are provided by school staff. Written communication distributed by the school is presented in English and Spanish

#### **Part B: Strategies and Activities**

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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.
  - Translation services are provided by our administration, guidance counselors, community assistant, parent coordinator, and attendance teacher. All written communication is translated before it is sent to students' homes

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.
  - Oral interpretation services are provided by our administration, guidance counselors, community assistant, parent coordinator, and attendance teacher. Staff members are ready to translate information and answer questions throughout the school day and at all school functions
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 request language information documents for all new students and maintain previous information collected from students regarding languages spoken at home. During freshman orientation and the admissions process, surveys are provided to parents/guardians to assess linguistic needs.

## 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:  | \$416,236.00  | \$152,233.00 | \$568,469.00 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:   | \$4162.36     | \$1522.33    | \$5684.69    |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$20811.80    | *            |              |
| 4. Enter the anticipated 10% set-aside for Professional Development:  | \$41623.00    | *            |              |

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 2009-2010 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.

\* 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.

***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.

### **School Parent Compact**

This School Parent Compact is in effect during school year 2010-2011

The Bronx High School for Law and Community Service and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff and the students will share the responsibility for improved student academic achievement and the means by which the school and parents build and develop a partnership that helps children achieve New York State’s (NYS) high standards.

#### **School Responsibilities**

The Bronx High School for Law and Community Service will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet NYS student academic achievement standards as follows:
  - i. The school will ensure that all teachers are permanently certified and that all teachers are teaching in their correct licensing areas.
  - ii. The school will provide weekly professional development sessions that focus on accountable talk, peer review, differentiated instruction, cooperative learning and meeting the needs of all students including ELL and special needs students.
  - iii. Teachers will also meet on a monthly basis to collaborate and ensure that all lessons meet New York City (NYC) and NYS standards.
2. Conduct parent-teacher conferences during which this compact will be discussed as it relates to the individual student’s achievement. Specifically, these conferences will be held twice a year in both the fall and the spring terms.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide a minimum of six reports annually after each marking period is completed. These reports will contain academic, social and behavioral anecdotal, detailing student progress and specific needs. Parents whose children run the risk of failing to be promoted will be notified at the end of the semester to ensure that they are aware of their child's specific situation.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during parent-teacher conference days and nights. Staff will also be available before and after school as well to meet with parents by appointment.
5. Provide parents with the opportunity to schedule appointments to visit all classrooms and participate in all school activities.

### **Parent Responsibilities**

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

- Monitoring attendance
- Monitoring completion homework assignments and projects
- Monitoring and promoting positive use of our children's extracurricular time
- Monitor, support, and encourage my children to wear the school uniform dress code
- Volunteering in my children's classroom(s)
- Participating as appropriate, in decisions relating to my children's education
- 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 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.

### **Student Responsibilities**

As students, we will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically we will:

- Do our homework every day and ask for help when I needed
- Read at least thirty (30) minutes every day outside of school time
- Give to our parents/guardians all notices and information received from our school every day
- Actively monitor our academic progress
- Wear the school uniform dress code

### **Additional Required School Responsibilities**

The Bronx High School for Law and Community Service will:

- Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, constructive, ongoing, and timely manner

- Involve parents in the joint development of any school-wide program plan, in an organized, constructive, ongoing, and timely manner
- Conduct 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, Part A programs, and will encourage them to attend
- 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 languages that are accessible to parent(s)/guardian(s)
- 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.
- 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
- Provide to each parent an individual student report about the performance of their child on the state assessment and credit accumulation
- 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 Final Regulations (67 Fed. Reg. 71710, December 2, 2002)

#### **Additional School Intentions**

To help build and develop a partnership with parents to help their children achieve NYS high academic standards, the Bronx High School for Law and Community Service will:

- Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams
- Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A
- Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal Statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives

### **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 based upon student performance data in relation to NYS academic content and student academic achievement standards will be routinely conducted
2. School wide reform strategies that:
  - Provide opportunities for all children to meet the NYS proficient and advanced levels of student academic achievement.
  - Use effective methods and instructional strategies that are based on external research and internal student data that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities
    - Help provide an enriched and accelerated curriculum
    - Meet the educational needs of historically underserved populations
    - 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 NYS academic content standards and are members of the target population of any program that is included in the School Wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement NYS and local improvement
  - Our school has incorporated a ninth grade planning team that meets regularly to focus our efforts on making sure that the incoming class stays on track. We provide opportunities for student to engage in enrichment opportunities during the day through elective courses and through after school clubs/programs. We also offer Advanced Placement courses, honors classes a variety of electives and the AVID program.
  - Continued implementation of unit planning to ensure meaningful units of instruction with authentic assessment tasks. Teachers will be provided with professional development opportunities to enhance their methods of delivery of instruction, differentiated instruction, and classroom management techniques that provide students with daily routines and structure. In an effort to increase the level of rigor we will provide support in:
    - Differentiated Instruction
    - Development and implementation of interdisciplinary unit plans
    - Understanding of the Common Core State Standards
    - Development of criterion-referenced performance tasks
  - Every stakeholder within our learning community is encouraged to maintain an optimal standard of performance and pedagogical practice via consistent and regularly reinforce consequences and rewards/incentives programs
  - The Advancement via Individual Determination (AVID) is a program designed to prepare students with average GPA's for admission to four year colleges and universities. Students who participate in our co-curricular AVID program excel in both academic and social/emotional development.

- A partnership with Good Shepherd Services, a community-based organization that provides counseling and mentoring services to address student attendance rates and social/emotion interventions with a targeted student population
  - The Office of Children and Family Services MRT Program- A research-based program uses Moral Recognition Therapy to allow students to examine how actions become behaviors that lead to consequences via field trips, classroom presentations and regularly scheduled extracurricular activities
  - US ARMY JROTC – A campus program that develops student cadets in a variety of areas such as:
    - Citizenship
    - Community Service
    - Academic Achievement
    - Leadership
    - Discipline
    - Career Exploration
  - Summer school, after-school tutoring, and Regents preparation courses
3. Instruction by highly qualified staff.
- With the assistance of New Visions, NYC Teaching Fellows, and Teach for America we hire teachers that have met the certification requirements.
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.
- Our teachers receive training on the planning and implementation of best instructional practices. Pedagogues align their instructional practices with NYS and CCSS standards, and student data. We address the needs of our learners through the use of high impact teaching strategies. In addition to highly rigorous teaching practices, we offer a myriad of programs such as counseling, student intervention teams, pupil services, college readiness and success, mentoring services, vocational and technical training. Our pedagogical team is dedicated highly effective data-driven instruction. To that end, they believe in being highly qualified and engaging in quality professional development.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- With the assistance of New Visions, NYC Teaching Fellows, Teach for America we recruit teachers that have met the certification requirements
  - Programs:
    - Advanced Placement,
    - Honors Classes
    - Elective Courses
    - AVID

- Facilities:
    - Newly renovated science laboratories
    - Newly renovated visual arts studio
    - Newly constructed courtroom
  - Positive school culture/environment
6. Strategies to increase parental involvement through means such as family literacy services.
- Working with and supporting our Parents Association to increase the number of active parents we:
    - Conduct a mandatory freshman orientation
    - Conduct parent-teacher conferences
    - Provide parents with frequent reports on their children's progress
    - Provide parents reasonable access to staff
    - Provide parents with the opportunity to schedule appointments to visit all classrooms and participate in all school activities.
    - Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, constructive, ongoing, and timely manner
    - Involve parents in the joint development of any school-wide program plan, in an organized, constructive, ongoing, and timely manner
    - Conduct an annual meeting to inform parents of the school's participation in Title I, Part A programs
    - 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 languages that are accessible to parent(s)/guardian(s)
    - 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.
    - 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
    - Provide to each parent an individual student report about the performance of their child on the state assessment and credit accumulation
    - 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 Final Regulations (67 Fed. Reg. 71710, December 2, 2002)
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.
- N/A
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.
- Conduct weekly meeting by department to create, evaluate and improve overall instructional programs
  - Monitor student performance data

- All teachers have full access to ARIS and Datacacion online software
  - Train teachers in the effective use of Datacacion online software
  - Analyze Performance Series and mock Regents results to target intervention necessary for students.
  - Regularly review of scholarship/Regents data and student work
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.
- All students (special education, English language learners and general education) in need of services, are provided with:
    - Small group instruction
    - One-to-one and small group tutoring during and after the school day
    - Additional preparatory/support classes after school
    - Use of the Ed Performance as a baseline performance indicator that facilitates teacher understanding of student mathematical levels, strengths, weaknesses and deficiencies
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.
- Our social worker addresses the needs of students and families in crisis (violence prevention programs, nutrition programs, housing programs). Along with the guidance staff, our health teacher coordinates a physical/mental wellness curriculum.

## **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<br><i>(i.e., Federal, State,</i> | Program Funds Are<br>“Conceptually” <sup>1</sup> Consolidated | Amount Contributed<br>to Schoolwide Pool | Check (✓) in the left column below to verify that<br>the school has met the intent and purposes <sup>2</sup> of |
|--------------|--|---|--|---|
|--------------|--|---|--|---|

**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:

|                         | or Local) | in the Schoolwide Program<br>(✓) |    |     | (Refer to Galaxy for FY'11<br>school allocation amounts) | each program whose funds are consolidated.<br>Indicate page number references where a related<br>program activity has been described in this plan. |                            |
|-------------------------|-----------|----------------------------------|----|-----|--|--|----------------------------|
|                         |           | Yes                              | No | N/A |  | Check (✓)  | Page #(s)                  |
| Title I, Part A (Basic) | Federal   | ✓                                |    |     | \$416,236.00   | ✓  | 13, 14 , 17, 18, 19        |
| Title I, Part A (ARRA)  | Federal   | ✓                                |    |     | \$152,233.00   | ✓  | 17, 18                     |
| Title II, Part A        | Federal   |                                  |    | ✓   |  |  |                            |
| Title III, Part A       | Federal   | ✓                                |    |     | \$15,000.00  | ✓  | 30                         |
| Title IV                | Federal   |                                  |    | ✓   |  |  |                            |
| IDEA                    | Federal   | ✓                                |    |     | \$55,735.00  | ✓  | 13, 14, 17, 18             |
| Tax Levy                | Local     | ✓                                |    |     | \$2,269,134.00   | ✓  | 13, 14, 15, 16, 17, 18, 19 |

### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**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;

- 
- **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.

- 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:** \_\_\_\_\_ **SURR<sup>3</sup> 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.

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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.

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

## **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.)

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2. Please describe the services you are planning to provide to the STH population.
  - College fees waivers are distributed, as applicable
  - Senior activities are funded
  - School uniforms are provided, as applicable
  - Counselors offer individual counseling as well as a variety of other school-based services including:
    - Relationship Abuse Prevention Program (RAPP)
    - Montefiore School-Based Health Center
    - SPARK Program

### **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**

|                     |   |             |        |               |              |  |
|---------------------|---|-------------|--------|---------------|--------------|--|
| <b>School Name:</b> | Bronx High School for Law and Community Service |             |        |               |              |  |
| <b>District:</b>    | 10  | <b>DBN:</b> | 10X439 | <b>School</b> | 321000011439 |  |

**DEMOGRAPHICS**

|                |       |  |   |  |    |   |          |   |  |
|----------------|-------|--|---|--|----|---|----------|---|--|
| Grades Served: | Pre-K |  | 3 |  | 7  |   | 11       | v |  |
|                | K     |  | 4 |  | 8  |   | 12       | v |  |
|                | 1     |  | 5 |  | 9  | v | Ungraded | v |  |
|                | 2     |  | 6 |  | 10 | v |          |   |  |

| <b>Enrollment</b>  |            |            |            | <b>Attendance - % of days students attended:</b> |         |         |         |
|--------------------|------------|------------|------------|--|---------|---------|---------|
| (As of October 31) | 2008-09    | 2009-10    | 2010-11    | (As of June 30)                                  | 2007-08 | 2008-09 | 2009-10 |
| Pre-K              | 0          | 0          | 0          |  | 80.5    | 84.6    | 82.5    |
| Kindergarten       | 0          | 0          | 0          |  |         |         |         |
| Grade 1            | 0          | 0          | 0          |  |         |         |         |
| Grade 2            | 0          | 0          | 0          |  |         |         |         |
| Grade 3            | 0          | 0          | 0          |  |         |         |         |
| Grade 4            | 0          | 0          | 0          |  |         |         |         |
| Grade 5            | 0          | 0          | 0          |  |         |         |         |
| Grade 6            | 0          | 0          | 0          |  |         |         |         |
| Grade 7            | 0          | 0          | 0          |  |         |         |         |
| Grade 8            | 0          | 0          | 0          |  |         |         |         |
| Grade 9            | 172        | 172        | 180        |  |         |         |         |
| Grade 10           | 152        | 122        | 114        |  |         |         |         |
| Grade 11           | 54         | 77         | 55         |  |         |         |         |
| Grade 12           | 62         | 78         | 69         |  |         |         |         |
| Ungraded           | 0          | 2          | 1          |  |         |         |         |
| <b>Total</b>       | <b>440</b> | <b>451</b> | <b>419</b> |  |         |         |         |

| <b>Student Stability - % of Enrollment:</b> |         |         |         |
|---|---------|---------|---------|
| (As of June 30)                             | 2007-08 | 2008-09 | 2009-10 |
|   | 93.0    | 92.4    | 93.8    |

| <b>Poverty Rate - % of Enrollment:</b> |         |         |         |
|--|---------|---------|---------|
| (As of October 31)                     | 2008-09 | 2009-10 | 2010-11 |
|  | 82.6    | 90.2    | 91.5    |

| <b>Students in Temporary Housing - Total Number:</b> |         |         |         |
|--|---------|---------|---------|
| (As of June 30)                                      | 2007-08 | 2008-09 | 2009-10 |
|  | 2       | 17      | 14      |

| <b>Recent Immigrants - Total Number:</b> |         |         |         |
|--|---------|---------|---------|
| (As of October 31)                       | 2007-08 | 2008-09 | 2009-10 |
|  | 3       | 11      | 0       |

| <b>Special Education</b>                       |         |         |         | <b>Suspensions (OSYD Reporting) - Total Number:</b> |         |         |         |
|--|---------|---------|---------|---|---------|---------|---------|
| (As of October 31)                             | 2008-09 | 2009-10 | 2010-11 | (As of June 30)                                     | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes                    | 48      | 52      | 19      | Principal Suspensions                               | 108     | 62      | 32      |
| # in Collaborative Team Teaching (CTT) Classes | 3       | 14      | 47      | Superintendent Suspensions                          | 16      | 16      | 6       |
| Number all others                              | 30      | 33      | 30      |   |         |         |         |

| <b>Special High School Programs - Total Number:</b> |         |         |         |
|---|---------|---------|---------|
| (As of October 31)                                  | 2007-08 | 2008-09 | 2009-10 |
| CTE Program Participants                            | N/A     | 0       | 0       |
| Early College HS Program Participants               | 0       | 0       | 0       |

| <b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b> |         |         |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31)  | 2008-09 | 2009-10 | 2010-11 | (As of October 31)                                     | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes                               | 0       | 0       | TBD     | Number of Teachers                                     | 37      | 30      | 33      |
| # in Dual Lang. Programs  | 0       | 0       | TBD     | Number of Administrators and Other Professionals       | 12      | 12      | 8       |
| # receiving ESL services only                                     | 51      | 60      | TBD     | Number of Educational Paraprofessionals                | 2       | 3       | 6       |
| # ELLs with IEPs  | 10      | 25      | TBD     |  |         |         |         |

| Overage Students (# entering students overage for |         |         |         | Teacher Qualifications:                                |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31)                                | 2007-08 | 2008-09 | 2009-10 | (As of October 31)                                     | 2007-08 | 2008-09 | 2009-10 |
|   | 26      | 23      | 89      | % fully licensed & permanently assigned to this school | 91.9    | 93.3    | 82.3    |
|   |         |         |         | % more than 2 years teaching in this school            | 54.1    | 53.3    | 51.5    |
|   |         |         |         | % more than 5 years teaching anywhere                  | 51.4    | 53.3    | 57.6    |
| Ethnicity and Gender - % of Enrollment:           |         |         |         |  |         |         |         |
| (As of October 31)                                | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher                             | 78.0    | 63.0    | 66.7    |
| American Indian or Alaska Native                  | 0.2     | 0.2     | 0.5     | % core classes taught by "highly qualified" teachers   | 96.8    | 88.0    | 65.4    |
| Black or African American                         | 40.2    | 37.3    | 35.3    |  |         |         |         |
| Hispanic or Latino                                | 56.4    | 58.1    | 59.9    |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific            | 2.3     | 2.2     | 1.7     |  |         |         |         |
| White   | 0.7     | 1.1     | 1.7     |  |         |         |         |
| <b>Male</b>                                       | 40.7    | 41.5    | 44.6    |  |         |         |         |
| <b>Female</b>                                     | 59.3    | 58.5    | 55.4    |  |         |         |         |

#### 2009-10 TITLE I STATUS

|                  |           |  |  |         |         |         |         |
|------------------|-----------|--|--|---------|---------|---------|---------|
| v                | Title I   |  |  |         |         |         |         |
|                  | Title I   |  |  |         |         |         |         |
|                  | Non-Title |  |  |         |         |         |         |
| Years the School |           |  |  | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|                  |           |  |  | v       | v       | v       | v       |

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

|                             |  |         |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|
| <b>SURR School (Yes/No)</b> |  | If yes, |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|

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

|  | Phase                         |  | Category |       |         |               |
|--|-------------------------------|--|----------|-------|---------|---------------|
|  | In Good                       |  | v        | Basic | Focused | Comprehensive |
|  | Improvement Year 1            |  |          |       |         |               |
|  | Improvement Year 2            |  |          |       |         |               |
|  | Corrective Action (CA) – Year |  |          |       |         |               |
|  | Corrective Action (CA) – Year |  |          |       |         |               |
|  | 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: | X |

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

| Student Groups      | Elementary/Middle Level |      |         | Secondary Level |      |             | Progress Target |
|---------------------|-------------------------|------|---------|-----------------|------|-------------|-----------------|
|                     | ELA                     | Math | Science | ELA             | Math | Grad Rate** |                 |
| <b>All Students</b> |                         |      |         | v               | v    | X           | 50              |
| <b>Ethnicity</b>    |                         |      |         |                 |      |             |                 |

|   |  |  |  |          |          |          |
|---|--|--|--|----------|----------|----------|
| American Indian or Alaska Native                |  |  |  | -        | -        |          |
| Black or African American                       |  |  |  | -        | -        |          |
| Hispanic or Latino                              |  |  |  | v        | v        |          |
| Asian or Native Hawaiian/Other Pacific Islander |  |  |  | -        | -        |          |
| White   |  |  |  |          |          | -        |
| Multiracial                                     |  |  |  |          |          |          |
| Students with Disabilities                      |  |  |  | -        | -        | -        |
| Limited English Proficient                      |  |  |  | -        | -        | -        |
| Economically Disadvantaged                      |  |  |  | v        | v        |          |
| <b>Student groups making</b>                    |  |  |  | <b>3</b> | <b>3</b> | <b>0</b> |

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

|  |      |  |   |
|--|------|--|---|
| <b>Progress Report Results – 2009-10</b> |      | <b>Quality Review Results – 2009-10</b>                    |   |
| <b>Overall Letter Grade:</b>             | D    | <b>Overall Evaluation:</b>                                 | P |
| <b>Overall Score:</b>                    | 41.5 | <b>Quality Statement Scores:</b>                           |   |
| <b>Category Scores:</b>                  |      | Quality Statement 1: Gather Data                           | P |
| School Environment:                      | 8.9  | Quality Statement 2: Plan and Set Goals                    | P |
| <i>(Comprises 15% of the</i>             |      | Quality Statement 3: Align Instructional Strategy to Goals | P |
| School Performance:                      | 9.4  | Quality Statement 4: Align Capacity Building to Goals      | P |
| <i>(Comprises 25% of the</i>             |      | Quality Statement 5: Monitor and Revise                    | P |
| Student Progress:                        | 23.2 |  |   |
| <i>(Comprises 60% of the</i>             |      |  |   |
| Additional Credit:                       | 0    |  |   |

|  |   |
|--|---|
| <b>KEY: AYP STATUS</b>                               | <b>KEY: QUALITY REVIEW SCORE</b>              |
| v = Made AYP   | U = Underdeveloped                            |
| vSH = Made AYP Using Safe Harbor Target              | UPF = Underdeveloped with Proficient Features |
| X = Did Not Make AYP                                 | P = Proficient                                |
| - = Insufficient Number of Students to Determine AYP | WD = Well Developed                           |
|  | NR = Not Reviewed                             |

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**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 <b>type here</b>                        | District <b>10</b> | School Number <b>439</b>                     | School Name <b>Law &amp; Community Ser</b> |
| Principal <b>Michael Barakat</b>                        |                    | Assistant Principal <b>Michele Lukelitch</b> |  |
| Coach   |                    | Coach  |  |
| Teacher/Subject Area <b>Louisa Grogue/ESL</b>           |                    | Guidance Counselor <b>Yudelka Ramirez</b>    |  |
| Teacher/Subject Area <b>Jessica Faugno/ESL, Spanish</b> |                    | Parent                                       |  |
| Teacher/Subject Area <b>Juana Rosario/Spanish</b>       |                    | Parent Coordinator <b>Nelly Lopez</b>        |  |
| Related Service Provider                                |                    | Other  |  |
| Network Leader <b>Barbara Gambino</b>                   |                    | Other  |  |

### 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                          | <b>2</b> | Number of Certified Bilingual Teachers                   | <b>0</b> | Number of Certified NLA/Foreign Language Teachers              | <b>0</b> |
| Number of Content Area Teachers with Bilingual Extensions | <b>0</b> | Number of Special Ed. Teachers with Bilingual Extensions | <b>0</b> | Number of Teachers of ELLs without ESL/Bilingual Certification | <b>0</b> |

### C. School Demographics

|                                    |            |                      |           |   |               |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total Number of Students in School | <b>408</b> | Total Number of ELLs | <b>63</b> | ELLs as Share of Total Student Population (%) | <b>15.44%</b> |
|------------------------------------|------------|----------------------|-----------|---|---------------|

## 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. When a new student enters the school who may be an ELL, our BESIS coordinator/ESL teacher, who is highly qualified in her subject area, and the Parent Coordinator, interviews the parent and conducts an orientation wherein the following items are specifically addressed:

- Administration of the Home Language Identification Survey (HLIS)
- Initial Formal Assessment and Oral Interview provided by our school
- Analysis of the standardized exams of students who have previously attended schools within the NYCDOE
- If needed, an administration of the LAB-R and subsequent placement of student
- Program Choice—Should a parent prefer a different setting for his/her child, we refer him/her to the Enrollment Center in order to obtain requested placement.

The school will contact Translation Services for additional resources should the family's native language be a language other than a language spoken by various staff in our building.

All students are placed in the appropriate classes after a thorough review of the required documents and their score on their latest valid New York State English as a Second Language Achievement Test (NYSESLAT). Areas of strengths and weakness and instructional needs are determined via an examination of a student's sub-tests.

At Bronx High School for Law and Community Service we have a free-standing ESL program. The parents learn the mission and goals of the program at the time of initial enrollment, followed by a series of detailed Parent Orientations and frequent school generated mailings informing of various program changes and adjustments.

2. At BLCS there are structures in place to ensure the timely and effective communication between school, parent and child. The ESL teacher, who is highly qualified and licensed in her subject area, is responsible for apprising parents of the available programs. Parent Surveys and Program Selection forms are sent home and returned with the student the next day. Parent outreach occurs in a myriad of ways including but not limited to mailings, phone calls, emails, and case conferencing in the parent's native language when available and appropriated.

During the month of September, all students are evaluated and parents are informed. The month of October brings with it the end of the first marking period and the availability of performance data that is examined and, if needed, student programs will be assessed and adjusted. Teachers engage in the reporting of any language difficulties they may have noted in students during the opening months of the academic year to parents as well as to guidance counselors and the ESL coordinator. The closing of the second marking term in December brings with it yet another opportunity to assess student progress and re-evaluate placement and/or instructional needs and attend to any required modifications. January brings with it a final opportunity for re-evaluation. This process is repeated throughout the spring term to ensure the continuous monitoring of our students' progress and ongoing attention to individual instructional needs.

4. Every year the ESL Coordinator, the Parent Coordinator and an administrator meet with parents to explain the implications of the Entitlement Letter, the Parent Surveys and the Program Selection Forms. Should a student not submit the required documentation, the school will follow up with a case conference and, if necessary, a home visit. BLCS conducts all parent/school conversations in the parent's native language. In situations wherein we cannot address a parent's language needs with a school-based representative, we contact the Office of Translation Services.

5. After parents have received the necessary information in the Parent Orientation meeting, all of the identified ELL students are placed in the program selected by their parents. It has been our experience that a free-standing ESL program offers a greater number of options and opportunities for students in high school and we work closely with parents to ensure that our program type is the best choice for their child.

A majority of parents have chosen the free-standing ESL instructional program. Should a parent prefer a full bilingual program for his/her child, we first explore options available on our campus and, if necessary, refer them to the Enrollment Office for appropriate placement.

6. Our program models are aligned with parental requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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 # |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Dual Language</b><br><small>(50%:50%)</small>  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Freestanding ESL</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
| <b>Self-Contained</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Push-In</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Total</b>  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                               |    |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs                    | 63 | Newcomers (ELLs receiving service 0-3 years) | 14 | Special Education             | 22 |
| SIFE                        | 0  | ELLs receiving service 4-6 years             | 17 | Long-Term (completed 6 years) | 32 |

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           | 14                | 0        | 2                 | 17               | 0        | 6                 | 32                                 | 0        | 14                | 63        |
| <b>Total</b>  | <b>14</b>         | <b>0</b> | <b>2</b>          | <b>17</b>        | <b>0</b> | <b>6</b>          | <b>32</b>                          | <b>0</b> | <b>14</b>         | <b>63</b> |

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 |
|  |   |   |   |   |   |   |   |   |   |   |    |    |    |       |

**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        |
| Chinese      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu         |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Haitian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Yiddish      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b> | <b>0</b> |

**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        |
| Chinese      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| French       |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

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

**Number of ELLs by Grade in Each Language Group**

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9         | 10        | 11       | 12       | TOTAL     |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|----------|----------|-----------|
| Spanish      |          |          |          |          |          |          |          |          |          | 24        | 21        | 9        | 6        | 60        |
| Chinese      |          |          |          |          |          |          |          |          |          |           |           |          |          | 0         |
| Russian      |          |          |          |          |          |          |          |          |          |           |           |          |          | 0         |
| Bengali      |          |          |          |          |          |          |          |          |          |           |           |          |          | 0         |
| Urdu         |          |          |          |          |          |          |          |          |          |           |           |          |          | 0         |
| Arabic       |          |          |          |          |          |          |          |          |          | 1         |           |          |          | 1         |
| Haitian      |          |          |          |          |          |          |          |          |          |           |           |          |          | 0         |
| French       |          |          |          |          |          |          |          |          |          |           |           |          |          | 0         |
| Korean       |          |          |          |          |          |          |          |          |          |           |           |          |          | 0         |
| Punjabi      |          |          |          |          |          |          |          |          |          |           |           |          |          | 0         |
| Polish       |          |          |          |          |          |          |          |          |          |           |           |          |          | 0         |
| Albanian     |          |          |          |          |          |          |          |          |          |           |           |          |          | 0         |
| Other        |          |          |          |          |          |          |          |          |          | 1         | 1         |          | 1        | 3         |
| <b>TOTAL</b> | <b>0</b> | <b>26</b> | <b>22</b> | <b>9</b> | <b>7</b> | <b>64</b> |

## 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. & 1b. Instruction is delivered through a free-standing ESL program. We have in place two highly qualified, licensed ESL teachers who provide instruction for all our ESL students (beginning, intermediate and advanced as per CR Part 154) in a heterogeneous setting. In our free-standing program students receive ESL instruction in a separate location and are departmentalized.

2. Students receive services from one of two highly qualified, licensed ESL teachers. Intermediate students receive 450 minutes per week of ESL instruction, advanced students receive 225 minutes per week of ESL instruction,

3. A guide to teaching ELL students at Bronx High School for Law and Community Service is distributed to all teachers at the start of the school year. This guide includes useful ELL strategies to use in the content-area classroom and a list of resources available to teachers and ELL students.

--The Longman textbook series is available in social studies, mathematics and science. These texts are specifically designed for ELL students to help them gain access to content-area information.

--Content area teachers are encouraged to apply for dual certification in ELL and their subject areas

--Professional development, ELL Institute, is available to all content-area teachers. Throughout this workshop, content area teachers are trained in differentiated ELL strategies

--All teachers and administrators have access to student data via Datacaton online software and utilize it actively and continuously to plan instruction and intervention

--Data analysis informs instruction and is the basis for planning, language instruction, and programming decisions.

--Teachers of ELL students are familiarized with the content areas' curriculums and target skills (mathematics, science, English language arts, and social studies)

--Instructional practices are modified, augmented, and differentiated, based upon students' linguistic and academic needs, utilizing strategies that ensure student success

--Content area teachers survey students to consider their special acquisition needs in L1 and L2

--Teachers clearly articulate high expectations for all students and take responsibility for their success

--Students have access to appropriate software which is aligned to standards-based core curriculum (in both languages when available)

--Classrooms are structured and organized to enhance achievement for students with differences in language proficiencies

--Accessibility to technology, which includes computers and audiovisual equipment, is available and utilized in the classroom, laboratories and the library.

--Content area teachers provide meaningful lessons that strengthen background information and promote student literacy. ESL and content area teachers meet regularly to share best practices

4a. All SIFE students are provided literacy instruction and individualized tutoring using adapted materials and simplified texts. Additionally, teachers providing services in core content areas and ESL receive resources to further support SIFE students

4b. Students who have met the New York State requirements to exit ELL program's progress, are monitored by guidance, ELL teachers, and the SBST for a period of no less than one year. Additionally, support services (tutoring, guidance, parental support, and resources) for ELL students remain available.

4d. Long term ELL students held over in grades are offered tutoring during and after the school day in which highly qualified teachers assist students with homework, assigned tasks, test review, and computer skills. These teachers span all core content areas.

Long term ELL students for whom chronic absence is a problem are monitored as part of the LAB BESIS. Attendance issues will be discussed with students, parents, and if necessary, our bilingual attendance teacher will conduct home visits to students who are excessively absent. The ESL guidance counselors will monitor and meet with students to discuss the impact of their attendance.

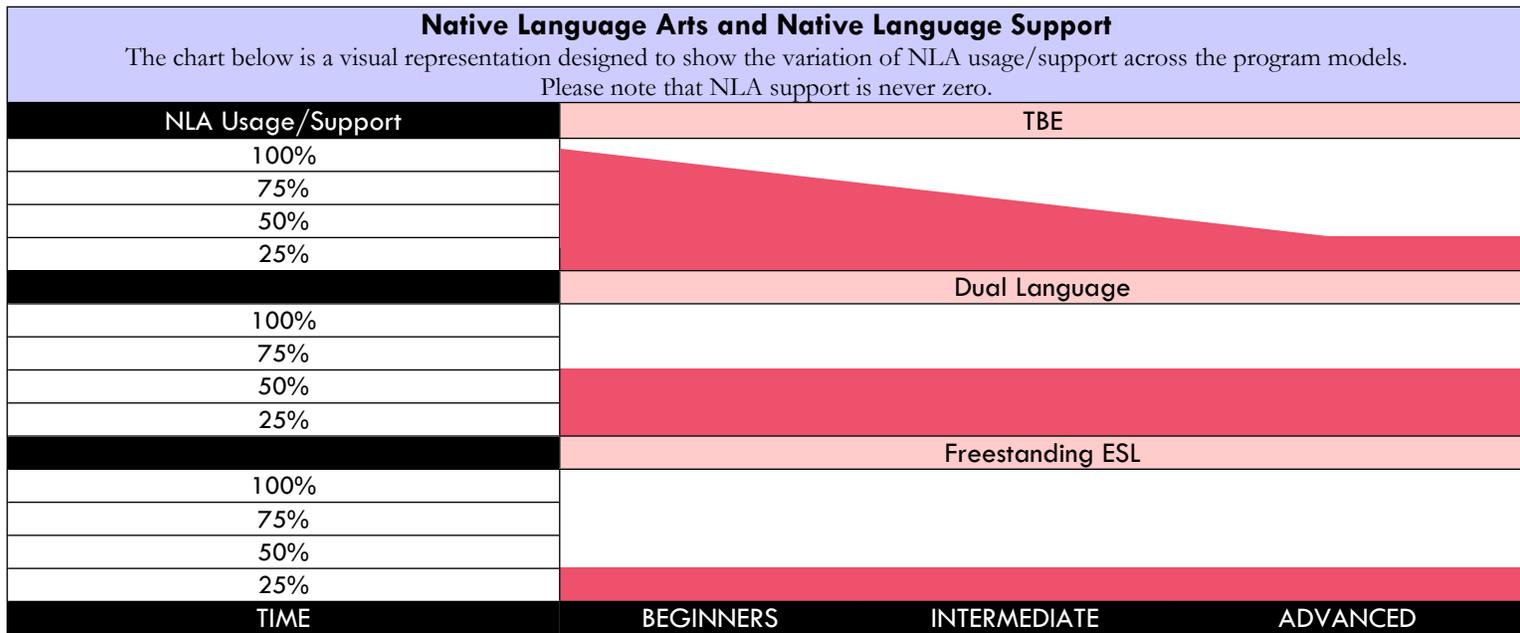
4e. ELL students who receive special education services are provided with accommodations per their Individualized Education Plans (paraprofessionals, testing accommodations, etc.).

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

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

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

| <b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b> |                      |                      |                      |
|--|----------------------|----------------------|----------------------|
|  | <b>Beginning</b>     | <b>Intermediate</b>  | <b>Advanced</b>      |
| 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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts                             | 45 minutes per day   | 45 minutes per day   | 45 minutes per day   |



**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?

5. Our tutoring and scheduled intervention programs meet during fifth period, ninth period and tenth period. Teachers who have these designated times available are able to meet with the students individually or in organized groups developed according to the needs of the students. Additional support comes from the guidance department. The current subgroup we are targeting are the intermediate and long-term ELL's as these students have the significant challenges before them as their graduation dates draws near.

6. Former ELL students receive all the testing modifications delineated in the New York State regulations. They are also placed in classes wherein additional support is given by the ESL teacher. Collaboration between teachers at BLCS is commonplace and results in the creation of successful learning experiences for our former ELL students.

7. One of the new programs we considered and have decided to participate in is SIOP training for content area teachers to have a method to assist them in their work with ELL students and respective sub-groups. This year we are also committed to researching and purchasing materials, resources and technologies that will further support the four modalities represented by the NYSESLAT to assist ELL students in their content area courses. In addition, we are in the process of acquiring materials that will facilitate the acquisition and comprehension of content-specific vocabulary and concepts.

8. As a result of being a small school, one of our ESL teachers serves as the BESIS coordinator. We will continue to support her efforts this year in her dual roles and assure a balance of responsibilities among the ESL teachers, the Parent Coordinator, and the Administration. The responsible parties will continue to use data from Regents exams, NYSESLAT, Scantron, and Datacatation to monitor these students and keep parents and teachers apprised of success and address the areas wherein adjustments need to be made.

9. BLCS has a rigorous content-based curriculum in which students are engaged in intermediate and advanced level classes in all subject areas. Students also have the opportunity to participate in several law-related, ELA and study skills elective courses during their time with us. All students are given the opportunity to participate in tutoring and additional academic support classes, including coursework designed specifically to address preparation for Regents exams, during and after their regularly scheduled day.

10. All ELL students receive services in the general education setting with heterogeneous classes. Classrooms are equipped with SMART-Boards, LCD projectors, and media carts. In order to enhance classroom content, programs such as Achieve 3000 and Classroom Inc. have been provided. At BLCS we have found that a range of technology, expertise and a myriad of software allows for greater flexibility to address the individual needs of students, particularly our ELL population. The existence of an intermediate and advanced ELL curriculum, supplemental resources for ESL and content area teachers and a professional development library designed with the needs of our teaching staff in mind further supports our ELL population. We anticipate an increase in the procurement of enhanced technology and an increase in offering professional development opportunities to support our content area teachers in meeting the needs of the ELL population.

11. All native language supports are organized and developed by the ESL teachers and our learning support organization, New Visions.

12. All required services, supports and resources are aligned with student grade levels and ages.

13. We hold a series of Parent Orientations and case conferences with students, both individually and as a group. Once a student is programmed, he or she quickly becomes acquainted with the school by receiving an introduction, a campus tour, and a meeting with his or her teachers. In the fall and the beginning of the spring term, a session is devoted to developing students' understanding of their programs

and graduation requirements. Any student who enters during the time period between these session will receive this session individually.

14. BLCS offers Spanish and French as language electives as well as AP Spanish Language and Literature.

### 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)?

1. N/A
2. N/A
3. N/A
4. N/A
5. 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. Professional development is provided by school staff and other support organizations such as New Visions. Administration meets with the ESL teachers to discuss the options for possible staff development based on student and/or teacher needs. ESL teachers meet regularly with content area teachers to address strategies that will better support ELL students. We recently have been given the opportunity to send content area teachers to an intensive training in SLOP to facilitate their support for their ELL population.

2. BLCS provides professional development for ELL students and their specific needs via the ESL teacher and the Administrative team. Transition services are offered in conjunction with our school's guidance department to prepare students for college or career placement/training. Additionally, a program to address the transitional needs of all of our incoming students is in the development phase, and upon completion, will become a required component of the Freshmen academic program and facilitated by the staff.

3. These minimum requirements are met as described in Question #1. All teachers are provided with 7.5 hours of professional development as per Jose P. and records are maintained.

### 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. All parents are encouraged to attend our monthly School Leadership Team and Parent Association meetings. In order to increase attendance of ELL parents at school conferences, Parent-Teacher Conferences and other school events, we have increased the use of the school's automated phone messaging service and one-on-one phone calls from our Parent Coordinator.

2. We provide information about services outside of our facilities through our Parent Coordinator and Guidance Department. We encourage ELL parents to take advantage of all the resources afforded to them in our community and on our multi-school campus. Some of the outside agencies that provide services to our ELL parents and students include, but are not limited to, Bronx Borough President's Office, Committee on Special Education (CSE), Good Shepherd Services, etc.

3. The needs of the parents are assessed using a myriad of data sources that include but are not limited to the Learning Environment Survey, internal surveys designed by BLCS, feedback given to the Parent Coordinator, feedback given to the Guidance Department, minutes from the School Leadership Team meetings, and minutes from the Parent Association meetings.

4. The feedback provided by parents at various times and contexts throughout the year is the basis for the development of parent involvement activities at BLCS.

## 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)   |   |   |   |   |   |   |   |   |   |   | 2  |    |    | 2     |
| Intermediate(I)   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Advanced (A)  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Total   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2  | 0  | 0  | 2     |

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

| 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 |       |
|          |         |    |         |    |         |    |         |    |       |

| 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        | 22                         |                 | 2                           |                 |
| Math <u>Algebra</u>          | 34                         |                 | 6                           |                 |
| Math                         |                            |                 |                             |                 |
| Biology                      |                            |                 |                             |                 |
| Chemistry                    |                            |                 |                             |                 |
| Earth Science                |                            |                 |                             |                 |
| Living Environment           | 32                         |                 | 6                           |                 |
| Physics                      |                            |                 |                             |                 |
| Global History and Geography | 10                         |                 | 1                           |                 |
| US History and               | 31                         |                 | 3                           |                 |

**New York State Regents Exam**

|                      | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|----------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                      | English                    | Native Language | English                     | Native Language |
| Government           |                            |                 |                             |                 |
| Foreign Language     | 12                         |                 | 11                          |                 |
| Other                |                            |                 |                             |                 |
| Other                |                            |                 |                             |                 |
| NYSAA ELA            |                            |                 |                             |                 |
| NYSAA Mathematics    |                            |                 |                             |                 |
| NYSAA Social Studies |                            |                 |                             |                 |
| NYSAA Science        |                            |                 |                             |                 |

**Native Language Tests**

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

**B. After reviewing and analyzing the assessment data, answer the following**

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. These baseline assessments provide us with the data necessary to structure student programs in accordance with their needs. We have found that ELL students make steady improvement during their time at BLCS.

2. Most of our ELL students demonstrate proficiency in the areas of speaking and listening on the NYSESLAT. The scores on the writing and reading components of the exam were generally lower in comparison.

3. In an attempt to meet the needs of all students, we are focusing on the reading and writing components of the NYSESLAT while at the same time continuing to address needs in all other relevant areas.

exams in their native language when available.

5. A dual language program does not exist at BLCS.

6. Our program for ELL students has developed in response to the changing needs of our students and NYS mandates. We currently have a high percentage of long-term ELL students and fewer newcomers. In addition, a growing number of ELL students have IEP's. We measure the success of our ELL students based on credit accumulation and moving forward towards language proficiency.

### Additional Information

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

Paste additional information here

## 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                |  |  |