



BRONX SCHOOL FOR LAW, GOVERNMENT AND JUSTICE

2010-11 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: BRONX SCHOOL FOR LAW, GOVERNMENT AND JUSTICE
ADDRESS: 244 EAST 163 STREET
TELEPHONE: 718-410-3430
FAX: 718-410-3950

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320900011505 **SCHOOL NAME:** Bronx School for Law, Government and Justice

SCHOOL ADDRESS: 244 EAST 163 STREET, BRONX, NY, 10451

SCHOOL TELEPHONE: 718-410-3430 **FAX:** 718-410-3950

SCHOOL CONTACT PERSON: Meisha Ross-Porter **EMAIL ADDRESS:** MRoss@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Stacey Rickman-King

PRINCIPAL: Meisha Ross-Porter

UFT CHAPTER LEADER: Sam Noel

PARENTS' ASSOCIATION PRESIDENT: Mildred Lebron

STUDENT REPRESENTATIVE:
(Required for high schools) Mary Portes

DISTRICT AND NETWORK INFORMATION

DISTRICT: 9 **CHILDREN FIRST NETWORK (CFN):** ESA - Empowerment Schools Association

NETWORK LEADER: JONATHAN GREEN/PATRICK FAGAN/Maria Broughton

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
Meisha Ross-Porter	Principal	Electronic Signature Approved. Comments: Yes
Sam Noel	UFT Chapter Leader	Electronic Signature Approved. Comments: Yes
Mildred Smallwod	Title I Parent Representative	Electronic Signature Approved. Comments: Yes
Caitlin Martin	UFT Member	Electronic Signature Approved. Comments: Yes
Herbert Morgan	UFT Member	Electronic Signature Approved. Comments: Yes
Stacey Rickman-King	Admin/CSA	Electronic Signature Approved. Comments: Yes
Mildred Lebron	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Yes
Hillis Peters Thomas	Parent	Electronic Signature Approved. Comments: Yes
Emilia Hernandez	Parent	Electronic Signature Approved. Comments: Yes
Coleman Celeste	UFT Member	Electronic Signature Approved. Comments: Yes
Miriam Perez	DC 37 Representative	Electronic Signature Approved. Comments: Yes
Esmarlin Portes	Student Representative	Electronic Signature Approved. Comments: Yes
Mary Portes	Student Representative	Electronic Signature Approved. Comments: Yes

* 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.

In 1997, the Bronx School for Law, Government and Justice (LGJ) was opened in partnership with the Urban Assembly (UA), the New York City Department of Education and New Visions for Public Schools. Fundamental to the UA's mission is to serve under-resourced communities and to provide New York City public school students with a rigorous education, meaningful professional connections and the personal motivation necessary to succeed in college and beyond.

The Bronx School for Law, Government and Justice is a highly structured 6-12 school that is currently one of twenty two schools within the UA network. LGJ seeks to engage all learners through our CHARGE! The LGJ CHARGE (Collectively Helping All to Realize Greatness Everyday) represents the Values, Vision, and Mission that inform our daily practice.

Values – *Our community's beliefs, which underpin everything we do.*

- We will provide all students with opportunities to think and demonstrate learning in every class, every day.
- We will prepare all students for the rigors of college and career.
- We are committed to the academic and emotional well being of all students.
- We acknowledge the difficulties of adolescence and we commit to teaching students how to respond to challenges productively.
- We believe it is our collective responsibility to build a stable and consistent learning environment, rich with common routines and rituals.
- We will expect and maintain high standards of learning, professionalism and behavior while exhibiting compassion for one another.

Vision Statement – *Our ideal destination; where our school wants to be.*

- We are dedicated to creating an environment where halls and classrooms are made vibrant with the sights and sounds of students thinking and learning.
- We strive to create civic-minded individuals who demonstrate respect for themselves, others, and the world around them.
- Our students will leave our school prepared for success in college and beyond.

Mission Statement – *The route to our destination; it is specific to our school and what we do on a daily basis.*

The Bronx School for Law, Government and Justice is a 6-12 community that provides a high quality education for each student in a safe and nurturing learning environment. We are dedicated to empowering students to become successful learners, responsible citizens and productive members of society. To this end, students are engaged in "hands on, minds on" learning in their classes as we believe learning is a product of thinking. LGJ is unique in that we support all scholars through a rigorous law, government and justice curriculum while sharing a campus with the Bronx Court complex.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Bronx School for Law, Government and Justice								
District:	9	DBN #:	09X505	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<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 checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		94.7/87.2	95.5/ 89.4	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		95.2	96.61	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	79	79	83		61.7	66.4	79.2		
Grade 8	62	81	90						
Grade 9	104	118	139	Students in Temporary Housing - Total Number:					
Grade 10	135	143	142	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	104	102	76		8	26	TBD		
Grade 12	106	77	101						
Ungraded	4	2	1	Recent Immigrants - Total Number:					
Total	594	602	632	(As of October 31)	2007-08	2008-09	2009-10		
					2	5	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	34	31	32	Principal Suspensions	53	2	TBD		
# in Collaborative Team Teaching (CTT) Classes	11	14	16	Superintendent Suspensions	29	13	TBD		
Number all others	29	31	33						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	0	0		
(BESIS Survey)				Early College HS Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10						

MARCH 2011

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	17	31	29	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	9	5	11	Number of Teachers	43	47	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	11	TBD
				Number of Educational Paraprofessionals	1	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	6	7	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	60	62.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	42.2	50	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	82	90	TBD
American Indian or Alaska Native	0.8	0.8	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.9	96.7	TBD
Black or African American	37.2	33.9	33.1				
Hispanic or Latino	57.9	60.3	61.6				
Asian or Native Hawaiian/Other Pacific Isl.	2.9	3	2.8				
White	1.2	1.8	1.7				
Multi-racial							
Male	38.9	39.9	43.7				
Female	61.1	60.1	56.3				
2009-10 TITLE I STATUS							
<input checked="" 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 checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School:		If yes, area(s) of SURR identification:					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:	Y		
Math:	Y			Math:	Y		
Science:	Y			Graduation Rate:	Y		

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	
All Students	√	√	√	√	√	√	71
Ethnicity							
American Indian or Alaska Native						-	
Black or African American	√	√	-	√	√		
Hispanic or Latino	√	√		√	√		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	
White	-	-		-	-	-	
Multiracial							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	√	√		√	√		
Student groups making AYP in each subject	4	4	1	4	4	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B/B	Overall Evaluation:	►
Overall Score	57.4/ 56.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	7.4/ 8.5	Quality Statement 2: Plan and Set Goals	►
School Performance (Comprises 25% of the Overall Score)	18.1/ 13.7	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	29.6/ 33.4	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	2.3/ 1	Quality Statement 5: Monitor and Revise	√

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools 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?

We conducted a comprehensive review of LGJ's educational program as it relates to student performance and overall progress. The following resources were utilized in order to create a needs assessment for our school:

Quality Review Report 2009-2010

Areas of Improvement: In the 2008-2009 school years, LGJ received an overall evaluation of underdeveloped with proficient features. LGJ's overall evaluation the following school year (2009-2010) increased when we received a proficient rating. The following overview from LGJ's Quality Review in 2009-2010 outlines the areas where we showed the most improvement:

1. LGJ's Organizational and budgetary decisions have made a positive impact on the development of collaborative teams.
2. LGJ maintains an environment that is conducive to learning and based on mutual respect and supportive relationships.
3. The administration develops individualized annual planning and goal-setting targets for all teachers based on classroom observations and student data.
4. Staff are engaged in structured professional collaborations that use inquiry in their approach and focus on improved student outcomes by department and by grade level.
5. LGJ has developed strong partnerships with outside organizations that have a positive impact on students' social, emotional, and academic development.
6. School leaders and staff have developed a curriculum that is aligned to State standards and to the key cognitive strategies.

Needs Assessment Results: Although LGJ's overall evaluation increased, the following areas were identified as needing improvement:

1. Increase student engagement, rigor in learning, and course offerings, especially in the arts, in order to improve student outcomes at all levels.
2. Improve on current structures in order to ensure regular and effective communication with parents about their child's progress and program offerings.
3. Teams of teachers and individual teachers need to consistently gather and analyze classroom-level data in order to assess individual student's strengths and areas of improvement.
4. Ensure that all teachers use a variety of differentiated instructional strategies to enable them to match the needs of groups of students in the classroom that lead to differentiated student goals to support learners at all levels.

Middle School Progress Report

Areas of Improvement: The School Environment at LGJ improved in the 2009-2010 school year from the year prior. This would indicate that the necessary conditions for learning, including student attendance, academic expectations, communication, student engagement, safety and respect had improved. In addition, average student improvements in ELA and Math rose in 2009-2010 indicating an overall improvement in student progress.

Needs Assessment Results: Student performance at LGJ decreased in 2009-10 which was evidenced by the drop in student skill levels in both ELA and Math.

High School Progress Report

Areas of Improvement: As the Progress Report relates to closing the achievement gap for high-needs students, LGJ received extra credit for the gains made by our English Language Learners (ELLs) in 2008-2009 over the previous year. 57.9% of our ELL's earned eleven or more credits in their first, second or third year of high school. Such progress is considered to be highly predictive of high school graduation.

Needs Assessment Results: As the Progress Report relates to closing the achievement gap for high-needs students, LGJ received extra credit in 2007-2008 for the gains made by our Special Education students. In that same year, LGJ also received extra credit for our students in the lowest third Citywide who earned a 75% or higher on the ELA Regents examination. LGJ's results in the same categories during the 2008-2009 school-years were lower and extra credit on the Progress Report was not received.

LGJ's school environment, student performance, student progress and overall score remained the same from the 2007-2008 school-years to the 2008-2009 school-years. This would indicate the need for LGJ to make our educational program more rigorous in order to promote student progress and to move our school forward.

NYC School Survey Middle and High School

Areas of Improvement: LGJ's NYC School Survey results in the 2009-2010 school-year indicated improvements in all categories including academic expectations, communication, engagement as well

as school safety and respect. Student engagement at LGJ increased the most out of the 4 areas surveyed.

Needs Assessment Results: Not applicable.

Additional Accomplishments That We Are Proud Of:

Increase In Graduation Rates – The graduation rates for 2010 increased by over 10% from 2009. This increase is evidenced by the rates outlined below:

2009 Graduation Rates 69.8%

2010 Graduation Rates 81%

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.

Annual Goal	Short Description
<input type="checkbox"/> Goal #1 - Implement Differentiation	<input type="checkbox"/> Goal #1 Description: Effectively implement at least one element of differentiation (Content, Product, Process)
<input type="checkbox"/> Goal #2 - Use Multiple Data Sources for AIS Plan	<input type="checkbox"/> Goal #2 Description: Utilize multiple data sources as a means to develop specific AIS plans for targeted students.
<input type="checkbox"/> Goal #3 - Maintain Positive Tone and Culture within the School	<input type="checkbox"/> Goal #3 Description: Develop structures that ensure the tone and culture of the school remain in tact.

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) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<input type="checkbox"/> Goal #1 - Implement Differentiation
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include 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>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal #2 - Use Multiple Data Sources for AIS Plan</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal #3 - Maintain Positive Tone and Culture within the School</p>
---	--

<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	5	5	33	33	3		12	
7	5	5	20	20	5		5	
8	5	5	14	14	5		4	
9	24	24	24	24	13		29	
10	2	35	12	19	10		10	
11	2	27	3	28	20		3	
12	11	31	1	54	5		6	1

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/></p> <p>Middle school students receive additional support in ELA through our after-school AIS program. Teachers meet with students in small groups two times per week for one and a half hours. Students receive additional instruction and support in ELA as a group as well as on an individual basis.</p> <p>As an additional support, we provide AIS services to our middle school students in the form of homework help. This service is provided to students in small groups two times per week for one hour after school. Students receive support and additional instruction in all subjects including ELA.</p> <p>High School students receive additional support in English through our after-school Regents Preparation program. Teachers meet with students in small groups two times per week for one and a half hours. Teachers provide additional instruction and test preparation in English.</p> <p>As an additional support, we provide AIS services to our high school students in the form of homework help. This service is provided to students in small groups two times per week for one hour after school. Students receive support and additional instruction in all subjects including English.</p>
Mathematics:	<p><input type="checkbox"/></p> <p>Middle school students receive additional support in Mathematics through our after-school AIS program. Teachers meet with students in small groups two times per week for one and a half hours. Students receive additional instruction and support in Mathematics as a group as well as on an individual basis.</p> <p>As an additional support, we provide AIS services to our middle school students in the form of homework help. This service is provided to students in small groups two times per week for one hour after school. Students receive support and additional instruction in all subjects including Mathematics.</p>

	<p>High School students receive additional support in Mathematics through our after-school Regents Preparation program. Teachers meet with students in small groups two times per week for one and a half hours. Teachers provide additional instruction and test preparation in Mathematics.</p> <p>As an additional support, we provide AIS services to our high school students in the form of homework help. This service is provided to students in small groups two times per week for one hour after school. Students receive support and additional instruction in all subjects including Mathematics.</p>
Science:	<p><input type="checkbox"/></p> <p>We provide AIS services to our middle school students in the form of homework help. This service is provided to students in small groups two times per week for one hour after school. Students receive support and additional instruction in all subjects including Science.</p> <p>High School students receive additional support in Science through our after-school Regents Preparation program. Teachers meet with students in small groups two times per week for one and a half hours. Teachers provide additional instruction and test preparation in Science.</p> <p>As an additional support, we provide AIS services to our high school students in the form of homework help. This service is provided to students in small groups two times per week for one hour after school. Students receive support and additional instruction in all subjects including Science.</p>
Social Studies:	<p><input type="checkbox"/></p> <p>We provide AIS services to our middle school students in the form of homework help. This service is provided to students in small groups two times per week for one hour after school. Students receive support and additional instruction in all subjects including Social Studies.</p> <p>High School students receive additional support in Social Studies through our after-school Regents Preparation program. Teachers meet with students in small groups two times per week for one and a half hours. Teachers provide additional instruction and test preparation in Social Studies.</p> <p>As an additional support, we provide AIS services to our high school students in the form of homework help. This service is provided to students in small groups two times per week for one hour after school. Students receive support and additional instruction in all subjects including Social Studies.</p>

At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Guidance Counselors provide at risk services to students individually and in small groups on each grade level (6-12). Individual counseling is conducted during the school day during lunch periods and during periods where students are not receiving instruction in core subjects. Group counseling also takes place during lunch periods and after school. Each Wednesday group counseling is provided to our at risk students for one hour after school by our Guidance Counselors. Group work centers around themes including College and Career, Anger Management, Empowerment and Personal Boundaries.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> LGJ will have a dedicated Psychologist assigned to our school three days per week to conduct Psychological Evaluations for IEP students in need of re-evaluations and triennial reviews. The Psychologist will also evaluate our Gen Ed students referred for Special Education services.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> LGJ's Social Work Team is led by our Social Work Coordinator who oversees four social work interns. The team provides individual and group counseling to all students who have been referred for counseling and/or are self identified as requiring support. In addition, LGJ has a dedicated Related Services Social Worker assigned to our school three days per week. Individual and group counseling services are provided to students who are mandated on their IEP's to receive counseling. Transition skills, work readiness and independent living skills are also taught during these sessions. LGJ also has a dedicated At Risk Social Worker assigned to our school on a weekly basis. Her role is to conduct Manifest Determination Reports (MDR) for IEP students recommended for Long term suspensions, she can also provide counseling to At Risk students both Gen Ed and Special Ed, as well students who have recent trauma or crisis that is impeding their behavior and educational process. She can also conduct classroom observations to collect data as part of the FBA/BIP process.
At-risk Health-related Services:	<input type="checkbox"/> LGJ has a Condom Availability Program for our high school students in grades 9-12. There are four designated LGJ staff members who provide free condoms, health information and referrals to students throughout the school day. In addition, the Department of Health has provided us with a dedicated Health Worker who provides information to students specific to HIV/AIDS prevention. As part of this service, health literature, information and condoms are made available to high school students during their lunch periods three times per week.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

6th through 12th grade

Number of Students to be Served:

LEP 44

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) 2 bilingual teachers

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.

Please refer to our Language Allocation Policy for 2010 which describes LGJ's language instruction program in further detail.

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.

In an effort to improve content area instruction for all ELL's at LGJ, the ESL Coordinator plans to continue a series of in house professional development sessions to guide teachers through the process of learning content literacy strategies and ESL methodologies, infusing them into curricula, and implementing them in classrooms. In addition, we will be focusing on differentiated instruction across content areas.

Section III. Title III Budget

—

School: The Bronx School for Law, Government and Justice

BEDS Code: 320900011505

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	14,090	<input type="checkbox"/> ELL Saturday Advancement Program 4 teachers (2 ESL certified and 2 General Education) will team teach two groups of students for four hours. The program will take place on 13 Saturdays from February 6, 2010 to June 4, 2010.

		<p>COST: 4 teachers x 4 hours each Saturday = 16 hours per Saturday. 16 hours per Saturday x 13 sessions = 208 hours. 208 hours x \$49.89 (current teacher per session rate with fringe) = <u>\$10,378</u></p> <p>1 Supervisor to oversee Saturday program (it will be the only program in the building) on the dates listed above. COST: 1 supervisor x 4 hours each Saturday = 4 hours per Saturday. 4 hours per Saturday x 13 sessions = 52 hours. 52 hours x \$52.21 (current supervisor per-session rate with fringe) = <u>\$2,714</u></p>
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> Please see the attached LAP for further detail.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	910	<input type="checkbox"/> NYSESLAT and Regents Preparation books, high interest fiction and non-fiction books, books on tape <u>\$795</u> How to Help Students Succeed across Content Areas” by Freeman and freeman, Heineman, ISBN: 079-0-325-01136-3. For ELL Study gGroup 5 copies \$23 ea. = <u>\$115</u>
Educational Software (Object Code 199)	0	<input type="checkbox"/> Please see the attached LAP for further detail.
Travel	0	<input type="checkbox"/> Please see the attached LAP for further detail.
Other	0	<input type="checkbox"/> Please see the attached LAP for further detail.
TOTAL	910	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The data utilized to assess LGJ's written translation and oral interpretation needs includes the following: language indicated on ATS and ARIS; responses received through the Parent Survey; parent and student intake interviews conducted by the Parent Coordinator where preferred language is recorded. LGJ ensures that limited-English-proficient parents have access to translation and interpretation services as outlined in the Chancellor's Regulation A-663.

The dominant second language spoken by the families within LGJ's school community is Spanish. Therefore oral interpretation is provided at most school events before, during and after school. Such events include parent meetings, Parent-Teacher Conferences, Open House/Orientation events and PTA meetings.

LGJ purchased additional access to School Messenger which is a comprehensive phone, email and text communication system. This was done as part of LGJ's initiative to improve parental contact and to enhance involvement in their child's education. Phone calls home to parents regarding various matters (attendance, lateness, academic performance, general school announcements) are made in both English and Spanish on the system. The same applies to emails and texts which are also sent out in both languages.

All written correspondence and communication from LGJ to parents are also provided in English and Spanish.

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.

According to the RHLA (ATS Report) LGJ has the following families who speak the languages indicated below:

Albanian 4
Bengali 5
English 391
French 2
Fulani 1

Mandarin1
Mankinka 1
Papiamento 1
Slovack 1
Spanish 321
Twi 2
Vietnamese 1

The necessity of providing written translation and oral interpretation has been communicated to LGJ's staff through School Leadership Team meetings, Grade Team Meetings and Faculty Meetings.

Part B: Strategies and Activities

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

- LGJ has numerous staff members who can translate school documents and parent correspondence into Spanish.

All letters, memoranda, and school literature sent home to families in school-wide mailings is given to LGJ's in-house translators to be translated into Spanish prior to being sent out.

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.

- As previously stated, oral interpretation services in Spanish are provided at most school events including parent meetings, Parent-Teacher Conferences, Open House/Orientation events and PTA meetings. These services are provided in-house by bilingual staff members, students and parent volunteers.

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>.

- In order to comply with Section VII of Chancellor's Regulation A-633 regarding parental notification requirements for translation and interpretation services, LGJ has:

1. Sent each parent a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.
2. LGJ has posted signs in conspicuous locations in the building regarding the availability of interpretation services.
3. LGJ's school safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	354965	432913	787878
2. Enter the anticipated 1% set-aside for Parent Involvement:	Title 1 = 3550 ARRA= 4329		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	Title 1 = 46661 ARRA = 26320	*	
4. Enter the anticipated 10% set-aside for Professional Development:	Title 1 = 46661 Arra = 43123	*	

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-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.



Title I Parent Involvement Policy for the Bronx School for Law, Government and Justice

Section I: Title I Parent Involvement Policy

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

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;

5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

LGJ's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Bronx School for Law, Government and Justice Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, LGJ will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills; ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;) host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- and conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

LGJ will further encourage school-level parental involvement by:

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

Parental involvement at LGJ is further supported by the initiatives outlined below:

Snapgrades.net – (An online, real time grade book of student progress) To encourage parent involvement and to support the academic success of all students, parents are given online access to Snapgrades.net. This program is web based, user friendly and provides academic information in both English and Spanish. SnapGrades.net enables both parents and students to check student grades, attendance and homework online from any computer. This program is also compatible with iPhone, iPad and other cell phones with internet access making this information readily available at all times.

ARIS – (DOE Parent Link) Each parent is also issued an ARIS login and password in order to keep track of their children's attendance, state test scores and credits earned towards graduation. Our goal is to have 80% or more of our parents logged onto ARIS and Snapgrades.net by the end of the 2010-2011 school year. To support these initiatives, we will continue to conduct parent workshops and training sessions to support parent use of these programs. Upon receiving an ARIS grant for technology, we have created an ARIS Computer Lab for Parent use. Parent access to our ARIS Computer Lab will further support our goal to increase parent involvement. We feel strongly that this will empower parents to be an integral part of their children's educational success.

Parent Classroom Observations - We encourage parents to come into our school to observe their children in their classes. This is especially helpful for students who are struggling academically as it gives parents further insight into the challenges that their child may be experiencing.

Parent Room / Parent Meetings - It is our goal to always make parents feel welcome at our school. To support this goal, we have created a Parent Room where parents meet with Teachers Guidance Counselors, Risk Counselors, and Social Workers for private conferences. This is a neutral area with comfortable seating and refreshments for parents. In addition, this is a place where our Parent Coordinator can meet with parents to encourage parents to volunteer for various school activities and to donate their time when they are available.

Communication Systems – In order to ensure that parents receive relevant and timely information about our school and about their children, we use many forms of communication. The following systems and practices are utilized when disseminating information about our school:

- School Messenger Phone System – Phone messages regarding student attendance, lateness, after school events and parent-teacher conferences are programmed through our School Messenger Phone System. Through this system we are able to call, text and email parents with important information in a timely manner. In addition, we send out all messages in both Spanish and English in order to better serve our student population.
- Monthly Newsletter - We also mail a monthly newsletter and calendar home to parents to keep them informed of all upcoming events at our school.
- Snapgrade Emails – Administrators, Teachers, Social Workers and School Counselors can email parents and students through our Snapgrades system. This is especially useful when communicating academic progress and attendance.
- Consistent and Regular Mailings – As an additional measure of communication, we will often have school wide mailings (in addition to phone calls home and emails) to keep parents informed of ongoing school events.
- LGJ Parent Association Survey – We are providing all parents with a survey to determine how they would like to be more involved at our school. We hope to gain feedback from parents regarding what they want to see in our school as well as what they are interested in participating in. In doing so, it is our goal to increase parent communication and parent involvement within our school community.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school.

Section II: School-Parent Compact

The Bronx School for Law, Government and Justice (LGJ), [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. LGJ's staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes) set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child; volunteer in my child's school or assist from my home as time permits; participate, as appropriate, in the decisions relating to my child's education.

I will also:

- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams);
- and share responsibility for the improved academic achievement of my child;

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Stacey King on September 6, 2010.

This Parent Involvement Policy was updated on September 25, 2010.

The final version of this document will be distributed to the school community on October 1, 2010 and will be available on file in the Parent Coordinator's office (Gail Smallwood).

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

 - o Help provide an enriched and accelerated curriculum.

 - o Meet the educational needs of historically underserved populations.

 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

 - o Are consistent with and are designed to implement State and local improvement, if any.

- 3. Instruction by highly qualified staff.

- 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.

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

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

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.

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.

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.

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.

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 specifically identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**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.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

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

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.

LGJ has programs and services in place that support both our middle school and high school students meet and exceed State standards.

For middle school students, we provide after school test preparation in both English and Math. We target students who have been recommended by teachers for this support and/or who have received a score of level 2 or below on state exams. In addition, we provide homework help and tutoring to those middle school students who receive a grade of 65 or below in any of their classes.

For high school students, we provide after school Regents Preparation classes in English, Math, Science and Social Studies to help students meet State graduation requirements. In addition, we provide homework help and tutoring to those high school students who receive a grade of 65 or below in any of their classes.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

Helping students meet and exceed State requirements is incorporated into the school planning that we conduct for LGJ. We analyze student data on a regular and consistent basis to ensure that we support and serve all students. Student data guides our planning as we incorporate and improve upon programs that support our student's academic growth and success.

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;

LGJ offers morning classes prior to the start of the school day which take place during zero period. During school hours and after school, we offer online credit recovery courses to students who need to make up course credits. As previously mentioned, we also offer after school tutoring and exam preparation to all grade levels.

In the summer, we conduct summer school at LGJ for credit recovery/accumulation purposes and Regents preparation.

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

We offer a high-quality curriculum including Advanced Placement courses on the high school level.

c. Minimize removing children from the regular classroom during regular school hours;

We conduct regular professional development opportunities for teachers so that they may implement interventions within their classroom as they relate to discipline issues. Our goal is to address behavioral challenges within the classroom setting if possible in order to avoid student removal. When a behavioral challenge prevents a teacher from teaching and a student must be removed from a classroom, our Deans make every effort to return the said student to the instructional setting in a timely manner.

4. Coordinate with and support the regular educational program;

LGJ conducts professional development on a weekly basis for its staff each Wednesday. In addition, teachers meet in grade teams as well as in departments to both coordinate and support LGJ's educational program.

5. Provide instruction by highly qualified teachers;

We strive to hire and to retain highly qualified teachers. We attend citywide hiring fairs and conduct school-wide open house events to recruit talented and qualified teachers.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

We encourage all staff members to take advantage of professional development opportunities that will support their professional growth. LGJ's network, the Urban Assembly, also supports our school and its staff members through offering professional development opportunities.

7. Provide strategies to increase parental involvement; and

Parental involvement at LGJ is supported by the initiatives outlined below:

Snapgrades.net – (An online, real time grade book of student progress) To encourage parent involvement and to support the academic success of all students, parents are given online access to Snapgrades.net. This program is web based, user friendly and provides academic information in both English and Spanish. SnapGrades.net enables both parents and students to check student grades, attendance and homework online from any computer. This program is also compatible with iPhone, iPad and other cell phones with internet access making this information readily available at all times.

ARIS – (DOE Parent Link) Each parent is also issued an ARIS login and password in order to keep track of their children's attendance, state test scores and credits earned towards graduation. Our goal is to have 80% or more of our parents logged onto ARIS and Snapgrades.net by

the end of the 2010-2011 school year. To support these initiatives, we will continue to conduct parent workshops and training sessions to support parent use of these programs. Upon receiving an ARIS grant for technology, we have created an ARIS Computer Lab for Parent use. Parent access to our ARIS Computer Lab will further support our goal to increase parent involvement. We feel strongly that this will empower parents to be an integral part of their children's educational success.

Parent Classroom Observations - We encourage parents to come into our school to observe their children in their classes. This is especially helpful for students who are struggling academically as it gives parents further insight into the challenges that their child may be experiencing.

Parent Room / Parent Meetings - It is our goal to always make parents feel welcome at our school. To support this goal, we have created a Parent Room where parents meet with Teachers Guidance Counselors, Risk Counselors, and Social Workers for private conferences. This is a neutral area with comfortable seating and refreshments for parents. In addition, this is a place where our Parent Coordinator can meet with parents to encourage parents to volunteer for various school activities and to donate their time when they are available.

Communication Systems – In order to ensure that parents receive relevant and timely information about our school and about their children, we use many forms of communication. The following systems and practices are utilized when disseminating information about our school:

School Messenger Phone System – Phone messages regarding student attendance, lateness, after school events and parent-teacher conferences are programmed through our School Messenger Phone System. Through this system we are able to call, text and email parents with important information in a timely manner. In addition, we send out all messages in both Spanish and English in order to better serve our student population.

Monthly Newsletter - We also mail a monthly newsletter and calendar home to parents to keep them informed of all upcoming events at our school.

Snapgrade Emails – Administrators, Teachers, Social Workers and School Counselors can email parents and students through our Snapgrades system. This is especially useful when communicating academic progress and attendance.

Consistent and Regular Mailings – As an additional measure of communication, we will often have school wide mailings (in addition to phone calls home and emails) to keep parents informed of ongoing school events.

LGJ Parent Association Survey – We are providing all parents with a survey to determine how they would like to be more involved at our school. We hope to gain feedback from parents regarding what they want to see in our school as well as what they are interested in participating in. In doing so, it is our goal to increase parent communication and parent involvement within our school community.

8. Coordinate and integrate Federal, State and local services and programs.



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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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

We currently have 29 students living in temporary housing.

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

The Bronx School for Law, Government and Justice is committed to providing educational services and support to our students living in temporary housing.

Our STH (Supporting Students in Temporary Housing) liaison is Brenda Tucker, Attendance Coordinator.

Services provided include:

- 1. Academic Programs and Educational Support Services:**

Students are given additional support with assignments such as extended due dates, use of laptop computers, additional work or projects to make up for assignments missed during life transitions

2. **Basic/Emergency Supplies**

Students are given toiletries such as soap, toothpaste, toothbrush and deodorant.

Since our school has a uniform policy, students are provided with the necessary uniform if they cannot afford to purchase it. In addition, school supplies such as notebooks, pens, pencils etc. are made readily available to them.

3. **Extended Library Hours** - Our library is open school in order to provide computer access and academic assistance.
4. **Counseling Services** – Our SST (School Support Team) meets weekly to discuss the academic, personal, social and emotional needs of our STH population.
5. **Parental Involvement** – Our Parent Coordinator, Mrs. Gail Smallwood provides information for services such as housing, food stamps, Red Cross as well as other resources to assist our students living in temporary housing. She routinely holds clothes and can drives to donate to needy families.
6. **Transportation** – Emergency metro cards are made available to students living in temporary housing. Two fare metro cards are also made available to parents when needed.

Part B:

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.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_09X505_020411-133722.doc

SCHOOL (DBN): 09X505

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 7-12 Number of Students to be Served: 34 LEP: Non-LEP:

Number of Teachers: 4 Other Staff (Specify) One Supervisor

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

Our school currently has a stand-alone ELL program. In addition to our stand alone ELL program, our ELL Saturday Advancement Program (ESAP) serves thirty four ELL students in grades 7-12 in a safe and supportive environment. The program consists of English Language Arts instruction specifically focusing on developing students' reading and writing skills with the end goal of ensuring student success in the English Language Arts Regents/State Test and NYSESLAT exam. Our intention is to develop English Language Proficiency and Cognitive Academic Language Proficiency in our ELL's so that they can function independently in the mainstream classroom setting and succeed in all subjects. To this end, program instruction is conducted in English. Learners receive direct instruction in English Language Arts. Instruction is delivered using realia, vocabulary, background instruction, graphic organizers, practice, and other appropriate strategies.

The Saturday Program details are as follows:

- Four Teachers (Two ESL and Two ELA) will provide direct instruction and support to our ELL’s
- Saturday classes run from February 6, 2010-June 4, 2010 from 8:30-12:30
- Thirty four students in grades 7-12 will attend classes
- Teachers will use NYSESLAT Prep books, Regents Prep books, high interest fiction and non-fiction texts and recorded books
- A Saturday Advancement Program Supervisor will be dedicated to the Program

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.

All teachers at The Bronx School for Law, Government and Justice participate in Professional Development around Inquiry-Action Research. Currently, three Action-Research teams are focusing on researching best strategies to meet the needs of the English Language Learners in our classrooms. We also have a UFT Teacher Center Specialist who is a licensed ESL teacher that supports our teachers in small groups and on a one-on-one basis.

ELL Study group

The four Title III teachers will participate in a study group for five sessions during February – May 2010, focusing on ELLs acceleration of academic English development and achievement in the content areas. The participants will study “How to Help Students Succeed across Content Areas” by Freeman & freeman, Heineman, ISBN: 079-0-325-01136-3.

Form TIII – A (1)(b)

School: 09X505 BEDS Code: 32090001105

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries – TEACHER per session	14,090	<p>ELL Saturday Advancement Program</p> <p>4 teachers (2 ESL certified and 2 General Education) will team teach two groups of students for four hours. The program will take place on 13 Saturdays from February 6, 2010 to June 4, 2010.</p> <p>COST: 4 teachers x 4 hours each Saturday = 16 hours per Saturday. 16 hours per Saturday x 13 sessions = 208 hours. 208 hours x \$49.89 (current teacher per session rate with fringe) = \$10,378</p>

		<p>1 Supervisor to oversee Saturday program (it will be the only program in the building) on the dates listed above. COST: 1 supervisor x 4 hours each Saturday = 4 hours per Saturday. 4 hours per Saturday x 13 sessions = 52 hours. 52 hours x \$52.21 (current supervisor per-session rate with fringe) = <u>\$2,714</u></p> <p>ELL Study Group 4 teachers x 5 weeks x 5 hrs x 49.89 = <u>\$998</u></p>
Supplies and materials	910	<p>NYSESLAT and Regents Preparation books, high interest fiction and non-fiction books, books on tape <u>\$795</u></p> <p>How to Help Students Succeed across Content Areas” by Freeman & freeman, Heineman, ISBN: 079-0-325-01136-3. For ELL Study gGroup 5 copies \$23 ea. = <u>\$115</u></p>
TOTAL	15,000	

2010-2011 ADDENDUM

Please be advised of the following minor changes to LGJ’s Title III Language Instructions for Limited English Proficient and Immigrant Students 2009-2011:

- **Grade Levels Served – 6-12**
- **Number of Students Served – 44**
- **Number of Teachers – 1 ESL, 2 Bilingual and 1 Supervisor**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Bronx School for Law, Government and Justice					
District:	9	DBN:	09X505	School	320900011505	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.7/87.2	95.5/	93.9 /
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		95.2	96.6	95.3
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	0	0	105	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	79	83	75		61.7	79.2	79.2
Grade 8	81	90	83				
Grade 9	118	139	163	Students in Temporary Housing - Total Number:			
Grade 10	143	142	132	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	102	76	87		8	26	17
Grade 12	77	101	77				
Ungraded	2	1	1	Recent Immigrants - Total Number:			
Total	602	632	723	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	5	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	31	32	46	Principal Suspensions	53	2	41
# in Collaborative Team Teaching (CTT) Classes	14	16	24	Superintendent Suspensions	29	13	20
Number all others	31	33	40				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	43	47	44
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	11	13
# receiving ESL services only	31	29	TBD				
# ELLs with IEPs	5	11	TBD	Number of Educational Paraprofessionals	1	2	2

These students are included in the General and Special Education enrollment information above.

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
	6	7	47	% fully licensed & permanently assigned to this school	100.0	100.0	95.1
				% more than 2 years teaching in this school	60.0	62.5	70.5
				% more than 5 years teaching anywhere	42.2	50.0	65.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	90.0	90.9
American Indian or Alaska Native	0.8	0.5	0.3	% core classes taught by "highly qualified" teachers	90.9	96.7	82.8
Black or African American	33.9	33.1	32.4				
Hispanic or Latino	60.3	61.6	63.6				
Asian or Native Hawaiian/Other Pacific	3.0	2.8	2.1				
White	1.8	1.7	1.7				
Male	39.9	43.7	45.4				
Female	60.1	56.3	54.6				

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

SURR School (Yes/No)		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:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA: v
Math:	v	Math: v
Science:	v	Graduation Rate: v

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v	v	v	v	71
Ethnicity							

American Indian or Alaska Native							-
Black or African American	v	v	-	v	v		
Hispanic or Latino	v	v		v	v		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-
White	-	-		-	-	-	-
Multiracial							
Students with Disabilities	-	-	-	-	-	-	-
Limited English Proficient	-	-	-	-	-	-	-
Economically Disadvantaged	v	v		v	v		
Student groups making	4	4	1	4	4	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C / B	Overall Evaluation:	P
Overall Score:	39.7 /	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment: <i>(Comprises 15% of the</i>	6.4 / 9.1	Quality Statement 2: Plan and Set Goals	UPF
School Performance: <i>(Comprises 25% of the</i>	7.1 / 17.1	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress: <i>(Comprises 60% of the</i>	26.2 /	Quality Statement 4: Align Capacity Building to Goals	P
Additional Credit:	0 / 3	Quality Statement 5: Monitor and Revise	P

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

**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 01	District 09	School Number 505	School Name Bronx School for
Principal Meisha Ross Porter		Assistant Principal Michele Phillips	
Coach		Coach	
Teacher/Subject Area Carolyn Kelly/ESL, Literacy		Guidance Counselor Cynthia Glass	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Gail Smallwood	
Related Service Provider		Other	
Network Leader Jon Green		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	1	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	734	Total Number of ELLs	44	ELLs as Share of Total Student Population (%)	5.99%
------------------------------------	------------	----------------------	-----------	---	--------------

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 [\[see tool kit\]](#).)
- 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.
 - 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.)
 - 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.

Paste response to questions 1-6 here

- When a student is first admitted to the Bronx School for Law, Government & Justice (LGJ), our Parent Coordinator meets with the said student and parent/guardian and administers the Home Language Survey (HLIS). If the Home Language Survey indicates that the student speaks a language other than English at home, or that the student has attended a school in a different country where English is not spoken, the Parent Coordinator calls the ESL Coordinator, Carolyn Kelly. At that time, Ms. Kelly who is ESL certified, conducts an informall interview with the student and family. This interview is conducted in English and their native language. If the student's family speaks a language that Ms. Kelly cannot translate orally, the translation unit is called to facilitate this interview. If deemed necessary, the student is given the LAB-R exam within 10 school days of initial enrollment as per CR Part 154. The exam is hand-scored and the student is then programmed accordingly by his or her guidance counselor. The LAB-R Report is monitored to verify that the placement was correct. Students' language proficiency is formally monitored by the NYSESLAT given to all ELLs over the course of a three-day period in early May.
- LGJ offers a Free Standing ESL and Push In program for beginning, intermediate and advanced learners. In addition, we offer the same services during after school hours for four periods per week. Parents are introduced to our program offerings during the interview process mentioned in #1.
- Parent Surveys are distributed during parent/teacher conferences and by mail. LGJ offers a Free Standing ESL program only; therefore Program Selection Forms are not applicable.
- At the beginning of the school year parents/guardians receive entitlement letters in their native language and English. These letters indicate continuation or discontinuation of services. Parents are instructed to return a signed copy of the entitlement letter. A second letter is hand delivered to the student.
- As previously stated, LGJ only offers a Freestanding ESL and Push-In program.
- Please refer to question number 5 above.

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

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

ELL Program Breakdown													
K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #

Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)															0
Dual Language (50%:50%)															0
Freestanding ESL															
Self-Contained							0	0	6	14	7	2	2	2	31
Push-In	0						5	8	0	0	0	0	0	0	13
Total	0	0	0	0	0	0	5	8	6	14	7	2	2	2	44

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	15	Special Education	15
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	22

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
Dual Language										0
ESL	15		7	7		3	22		5	44
Total	15	0	7	7	0	3	22	0	5	44

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
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
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

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							5	8	6	14	7	2	2	44
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	5	8	6	14	7	2	2	44

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.

Paste response to questions 1-4 here 1.

1. LGJ has a free-standing ESL program servicing students in grades eight through twelve through a Self-Contained program. Grade 8 students are grouped heterogeneously by proficiency level. Students in Grades 9-12 are grouped Ungraded and Heterogeneously. Students in grades six and seven are serviced through a Graded, Heterogeneous Push-In program. English is the language of instruction in self-contained ESL classes.

2. The number of ESL instructional units that students receive is allocated as per New York State CR Part-154 regulation and determined by students' proficiency levels as indicated by their LAB-R or NYSESLAT scores. Students who are currently at a beginning level are offered the following supports: Push-In ESL with a licensed ESL teacher; 500 minutes of ELA instruction, IEP mandated Speech Therapy by a bilingual Speech Therapist and Related services (where indicated on a student's IEP). Students who are currently at the Intermediate level are offered the following supports: Push-In ESL with a licensed ESL teacher; a Free Standing ESL program for five periods per week; after-school Academic Intervention Services two to four periods per week. Students who are currently at the Advanced level are offered the following supports: Push-In ESL with a licensed ESL teacher; a Free Standing ESL program for five periods per week; after-school Academic Intervention Services two to four periods per week. In addition, Intermediate and Advanced level students are in ELA class one period each day (8th Grade has 7 periods per week total), five times per week. In addition, all Spanish native speakers are placed in a Native Language Arts course, one period each day, five times per week.

3. ELLs of all levels are in mainstream content area classes, which are taught in English. ELL students are in Mathematics, Social Studies, English and Science classes one period each day, totaling 250 minutes per week per content area. Content area teachers are trained in teaching strategies that work for ELL students such as: scaffolding, pre-teaching vocabulary and visuals and gestures. Content area teachers

are expected to differentiate their lessons with tiered activities that allow students of all ability levels to learn the same essential concepts in different ways; and use adaptive technologies that modify the format of curriculum and/or assessment. In addition, the Assistant Principal will conduct joint formal observations in the content-area and teachers will receive recommendations and staff development to improve instruction for ELL students.

4a. LGJ does not have SIFE students

4b. For newcomers, in addition to regular classroom instruction, we offer after school tutoring, Academic Intervention courses in ELA and Math for 8th grade students and ELA Regents preparation two times per week for high school students. When possible, tutoring is conducted with an ESL certified teacher and a native language teacher. In addition, students are prepared for ELA testing during their ESL class. Professional development support is provided to content area teachers of ELLs. A Saturday ELL Academy also takes place for newcomers to prepare them for the State Exams in ELA.

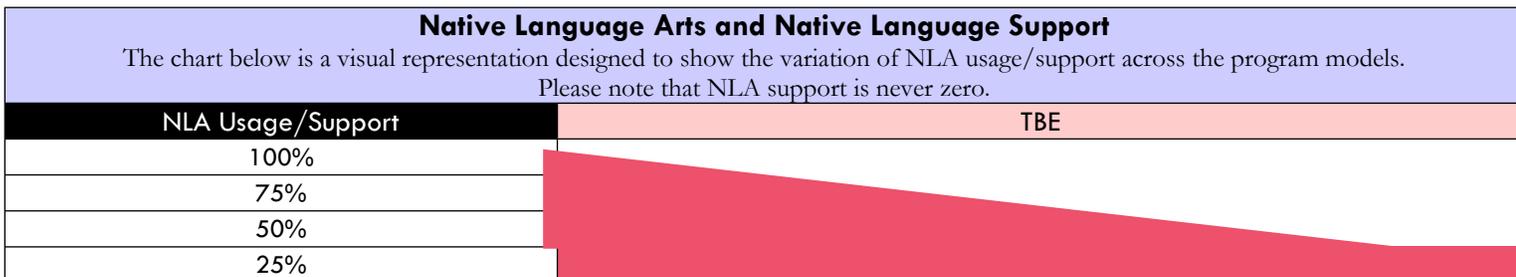
4c. For ELLs receiving service for 4 to 6 years, our goal is for them to not only attain proficiency, but to be prepared for the rigors of college coursework. Afterschool homework help and tutoring is available to all ELL students, as well as Saturday Academy courses for test prep. Regents prep is also available for high school students and ELA/ Math Test Prep for MS Students.

4d. For Long-Term ELLs (completed 6 years), we offer peer tutoring and a Saturday ESL Academy where we focus on intensive NYSESLAT preparation and ELA Regents preparation. Teachers and guidance counselors maintain communication with the parents to discuss the program and student progress.

4e. ELLs who are identified as having special needs are provided with any and all accommodations as per their Individualized Education Plan (paraprofessionals, testing accommodations etc.) Push-in ESL services are recommended, if possible, to reduce the time out of the general education classroom dependent on the Related Services, Special Education classes indicated on the IEP.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. We offer an afterschool tutoring program for ELL students. At this after school program content area teachers tutor ELLs in all subject areas. Content area teachers will provide meaningful lessons that strengthen background information and promote the literacy of students. As previously described above, we also offer a Saturday School Academy to all ELL students for the purposes of test preparation for NYSESLAT, ELA Regents and MS ELA Exams.

6. We provide continuing transitional support for ELLs who have reached proficiency on the NYSESLAT. Tutoring is available after school for these students to maintain a level of support in their content area classes. In addition, all of their content area teachers are notified of their transitional status so that they may continue to receive appropriate testing accommodations throughout their two years of transitional status. Transitional students also continue to take NLA where available.

7. For the upcoming school year, we will continue the implementation of our Saturday School Academy for ELL students and our after school tutoring program.
8. No programs or services for ELLs will be discontinued.
9. ELLs are afforded equal access to all school programs both academic and extracurricular. In addition, they participate in afterschool clubs and sports programs.
10. The instructional materials used in the ESL program support the development of language acquisition across the content areas. The primary textbooks support the New York State standards for English as a Second Language in grades 6-12. Supplementary textbooks and the use of dictionaries, glossaries and content area books are also provided.
11. Native language support is provided in the ESL classroom. This is done by clarifying directions in students' L1 when possible.
12. Yes. The ESL curriculum is differentiated to support students' needs by age and grade level. The textbooks utilized are age appropriate and reflect lexile level.
13. Newly enrolled ELLs have the opportunity to attend the summer bridge program where students become familiar with the teachers, classrooms and staff in our building. A tour of the building is also offered at parent orientation or during the first week of student enrollment. We communicate all school rules, regulations and policies with parents/students in the student's native language. A list of ELL students is sent to teachers at the beginning of the school year so that they may identify a student immediately for modifications and supports as applicable.
14. Language electives offered to ELLs include Spanish as a NLA.

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)?

Paste response to questions 1-5 here

Not Applicable.

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.

Paste response to questions 1-3 here .

1. All teachers and assistant principals will be provided with ongoing staff development, research based strategies to improve teaching and learning for ELLs. Assistant principals attend an in-house training as well as outside conferences to satisfy the mandated hours of ELL training. The assistant principal of foreign language maintains a record of satisfaction of mandated hours. Content area teachers will be trained on systematically teaching discipline-specific language (routines, questioning, and techniques to check for understanding). All teachers and assistant principals will be trained in second language acquisition and ESL teaching methodology. All teachers are encouraged to attend QTEL (Quality Teaching for English Language Learners) workshop. Assistant principals from all content areas will attend conferences on differentiating instruction for ELLs. They will be trained on the use of materials and ESL methodology in the content areas as well as interpreting data that impacts programming and teaching strategies. Additionally, this year the ELA teachers will engage in an inquiry study around differentiating instruction for ELL learners.

2. Ninth grade teachers will be provided with ongoing staff development on research based strategies to assist ELLs as they transition from middle school to high school. For example, teachers are trained on how to give instructions with clear expectations, provide sentence starters to help the students articulate, note-taking skills, and other strategies. The school support team also identifies ELL students who present as at-risk in the 9th grade based on scholarship, attendance and testing outcomes. Interventions are put into place to address student concerns in the 1st semester of the 9th grade year.

3. All teachers servicing ELLs must attend 7.5 hours of staff development related to the education and assessment of ELLs as per Jose P. Assistant principals will attend an in-house training as well as outside conferences to satisfy the mandated hours. Some of the topics covered during the training to complete mandated hours include: Identifying ELL students -Personal –Background information, Data- ARIS, A Guide to Teaching ELL Students ; Programs in New York State for ELL Students, Regents Statistics in the School for ELLs- and Lesson planning – Differentiation of Instruction for ELLs.

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?

Paste response to questions 1-4 here

1. LGJ's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners. Parental involvement at LGJ is supported by the initiatives outlined below:

*Snapgrades.net – (An online, real time grade book of student progress) To encourage parent involvement and to support the academic success of all students, parents are given online access to Snapgrades.net. This program is web based, user friendly and provides academic information in both English and Spanish. SnapGrades.net enables both parents and students to check student grades, attendance and homework online from any computer.

*Each parent is also issued an ARIS login and password in order to keep track of their children's attendance, state test scores and credits earned towards graduation. Our goal is to have 80% or more of our parents logged onto ARIS and Snapgrades.net by the end of the 2010-2011 school year. To support these initiatives, we will continue to conduct parent workshops and training sessions in both Spanish and English to support parent use of these programs. Upon receiving an ARIS grant for technology, we have created an ARIS Computer Lab for Parent use. Parent access to our ARIS Computer Lab will further support our goal to increase parent involvement. We feel strongly that this will empower parents to be an integral part of their children's educational success.

*It is our goal to always make parents feel welcome at our school. To support this goal, we have created a Parent Room where parents meet with Teachers Guidance Counselors, Risk Counselors, and Social Workers for private conferences which are conducted in both Spanish and English as needed. In order to ensure that parents receive relevant and timely information about our school and about their children, we use many forms of communication. The following systems and practices are utilized when disseminating information about our school:

•School Messenger Phone System – Phone messages regarding student attendance, lateness, after school events and parent-teacher conferences are programmed through our School Messenger Phone System. Through this system we are able to call, text and email parents with important information in a timely manner. In addition, we send out all messages in both Spanish and English in order to better serve our student population.

•Snapgrade Emails – Administrators, Teachers, Social Workers and School Counselors can email parents and students through our Snapgrades system. This is especially useful when communicating academic progress and attendance. This can be accessed in both Spanish and English

•Consistent and Regular Mailings – As an additional measure of communication, we will often have school wide mailings (in addition to phone calls home and emails) to keep parents informed of ongoing school events. These mailings are provided in both Spanish and English.

•LGJ Parent Association Survey – We are providing all parents with a survey to determine how they would like to be more involved at our school. We hope to gain feedback from parents regarding what they want to see in our school as well as what they are interested in participating in. In doing so, it is our goal to increase parent communication and parent involvement within our school community. This too is provided in both Spanish and English.

2. LGJ partners with various agencies and CBO's in order to provide workshops for our parents. These include, but are not limited to, the college application process, Financial Aid Process, parenting workshops for parents of teenagers, etc.

3. Parents are surveyed in English and their native language to evaluate their needs and interests for parental involvement.

4. Based on parent surveys, we schedule parent meetings according to times that they prefer. Recent needs assessments have indicated a

need for more support in the financial aid process. We also vary the time of these meetings, sometimes in the morning and other times in the evening, to accommodate schedules and meet the needs of as many parents as possible.

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)							1	0	0	0	0	0	0	1
Intermediate(I)							1	3	3	11	4	0	2	24
Advanced (A)							3	5	3	3	3	2	0	19
Total	0	0	0	0	0	0	5	8	6	14	7	2	2	44

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	3	1		5
7	1	7			8
8		1			1
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	1		3		1				5
7	1		7						8
8			1						1
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			5		1				6
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	2		2		2				6
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	2		0	
Math <u>I. Algebra</u>	4		3	
Math <u>Geometry</u>	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	4		2	
Physics	0		0	
Global History and Geography	1		0	
US History and Government	5		2	

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 and 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. As we are a 6-12 school, we systematically assess students literacy skills using the Acuity system. All students take two Interim Assessments and one Predictive exam each year in ELA class.

2. 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 their competence in Basic Interpersonal Communication Skills at a rapid pace. Using the city and state assessment data, it indicates that their Cognitive Academic Language Proficiency is not yet at par. Based on the NYSESLAT data, reading is the modality in need of the most improvement, followed by writing.

3. This data will affect the instructional decisions that we make. The implication for instruction is that our curriculum has to foster skills in reading

of these students have low literacy levels in their L1, therefore our program offers NLA classes as a means of support to develop their literacy skills. Data shows that by the 11th and 12th grade students are reaching the advanced and proficient levels. Overall, test data for ELLs is comparable to that of the general student population. However, efforts are made to target interventions in afterschool and Saturday programs to combat the weaknesses in literacy skills evident in our ELL student population. In general our ELLs show greater success in the Math and Science exams. Test prep courses for ELLs focus on building academic language and strengthening vocabulary.

6. We evaluate the success of our ELLs primarily by reviewing our Graduation cohort data. We review the Regents Completion data for ELLs, as well as four and six year weighted graduation rates.

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		