



## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Oneatha Swinton	*Principal or Designee	
John Yanno	*UFT Chapter Leader or Designee	
Audra Pryor	*PA/PTA President or Designated Co-President	
Larry Hough	DC 37 Representative, if applicable	
Malcom Kellum Brittany Dinkins	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	

	CBO Representative, if applicable	
Felicia Holtzman	Member/CSA	
Erick Rowley	Member/UFT	
Stephanie Chavous	Member/ PTA	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.

- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

*Engage all students in at least one literacy task aligned to the common Core Standard that asks them to read and analyze informational texts and write opinions and arguments in response by May 2012*

### **Comprehensive needs assessment**

- In an effort to meet the mandate for complete implementation of the Common Core State Standards by 2014 we will engage our population in a series of workshops and lesson that will strengthen the teaching of argument writing for teachers and the skills needed to comprehend and develop complex argument based writing.
- As a staff we identified during the 2010-2011 inquiry team process that our students were struggling with integrating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

### **Instructional strategies/activities**

In September teachers began revision of curriculum maps developed throughout the summer to include common core benchmarks and skills needed to complete literacy task.

In November all ELA teachers will begin a unit of study focused on non-fiction texts and will administer writing tasks that focus on identifying arguments, understanding claim and counterclaim.

Tasks will be administered based on the schools periodic assessment calendar. The data from the graded tasks will

be shared in both departmental and grade team meetings in an effort to identify the specific skills students are struggling with. These teams will then develop a unified approach to strengthening the area of weakness that will be applied to literacy task across the disciplines.

In January and February, teacher teams will study the sample literacy “bundle” produced by Central and examine the core components of the unit, as well as become familiar with the demands of the task and student work scoring benchmarks.

In March, each student will engage in a unit of study that culminates in a literacy performance task. This unit will occur in ELA,

Each piece of student work will be examined by a Team of teachers and scored against benchmark student work samples from Central. Each piece of student work will be given a score of 1-2-3-or-4 and a comment explaining the score will be provided.

100% of student work will be submitted to Network, with scores and annotations by April 1.

#### **Strategies to increase parental involvement**

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy and use of technology
- Parental use of PupilPath on Skedula

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Staff will engage in professional development facilitated by administration, lead teachers and Network Instructional Specialist focused on the development of the Common Core literacy task

**Service and program coordination**

- Project Reach Youth a CBO in affiliation with Lutheran Medical will provide ongoing tutoring through their writers lab program. Students meet with the PRY facilitators 5 days a week after school from 3:15-6 and are provided one to one and group academic support.

**Budget and resources alignment**

- TL FSF Legacy Teacher Supplement HS
- Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Contract for Excellence and human resources to implement this action plan from Sept, 2011-June 2012
- Supervisor per session (2 days per week). Professional instructional materials to support curriculum development during the regular school day. Consumable instructional materials for use during extended day programs. Teacher per session (2 days per week) for after school programs and differentiated professional development

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

- Engage all students on at least one mathematics task aligned to the Common Core Standard that asks them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution by May 2012

**Comprehensive needs assessment**

- In an effort to meet the mandate for complete implementation of the Common Core State Standards by 2014 we will engage our population in a series of workshops and lessons that will strengthen the teaching of mathematical modeling practices
- As a staff we identified during the 2010-2011 inquiry team process that our students were struggling with

constructing viable arguments and critiquing the reasoning of others

**Instructional strategies/activities**

In September math teachers began revision of curriculum maps developed throughout the summer to include common core benchmarks and skills needed to demonstrate mathematical modeling.

In November all math teachers will begin a unit of study focused on non-fiction texts and will administer writing tasks that focus on identifying arguments, understanding claim and counterclaim.

Tasks will be administered based on the schools periodic assessment calendar. The data from the graded tasks will be shared in both departmental and grade team meetings in an effort to identify the specific skills students are struggling with. The math team will then develop a unified approach to strengthening the area of weakness.

In January and February, teacher teams will study the sample math “bundle” produced by Central and examine the core components of the unit, as well as become familiar with the demands of the task and student work scoring benchmarks.

In March, each student will engage in a culminating unit of study that concludes in an activity demonstrating mathematical modeling performance task.

Each piece of student work will be examined by a Team of teachers and scored against benchmark student work samples from Central. Each piece of student work will be given a score of 1-2-3-or-4 and a comment explaining the score will be provided.

100% of student work will be submitted to Network, with scores and annotations by

**Strategies to increase parental involvement**

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology
- Parental use of PupilPath on Skedula

- 

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Staff will engage in professional development facilitated by administration, lead teachers and Network Instructional Specialist focused on the development of the Common Core mathematical modeling task

### **Service and program coordination**

- **Project Reach Youth** a CBO in affiliation with Lutheran Medical will provide ongoing tutoring through their writers lab program. Students meet with the PRY facilitators 5 days a week after school from 3:15-6 and are provided one to one and group academic support.

### **Budget and resources alignment**

- TL FSF Legacy Teacher Supplement HS
- Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Contract for Excellence, human resources to implement this action plan from Sept, 2011-June 2012
- Supervisor per session (2 days per week). Professional instructional materials to support curriculum development during the regular school day. Consumable instructional materials for use during extended day programs. Teacher per session (2 days per week) for after school programs and differentiated professional development

## ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #3**

Administrators and teachers will engage in short, frequent cycles of classroom observation utilizing Danielson's Framework and provide feedback to increase effectiveness of instruction and strengthen alignment of best practices throughout the school amongst all teachers.

Each cycle instructional staff will focus on a specific component of the Danielson Framework using the rubric. This rubric will craft the monitoring and revision for all curriculum maps 4- 6 observations with feedback notes to 100% of teachers on staff by June 2012

### **Comprehensive needs assessment**

- As reported in our last Quality Review, our school struggles to implement a strong sense of alignment amongst our teachers and have only achieved pockets of successful implementation of best practices. As a result our 2010-2011 Progress Report reflects that our 9<sup>th</sup> grade students conclude the year with a rate of credit accumulation and high regents pass rate in both the Living Environment and Algebra Regents (the 2 exam offered to that grade) by the time they complete the 10<sup>th</sup> grade, credit accumulation has decreased and Regents pass rate in Global and Geometry was at a decline

### **Instructional strategies/activities**

In September, we will introduce Danielson Framework to staff at a Faculty Meeting.

In addition, we will schedule common walkthroughs with all administrative staff in school to develop common vision and alignment to framework.

Starting in October, administrative staff will conduct 15 minute observations in every classroom and provide feedback around a targeted component of Danielson framework. Throughout the year will focus on 6 priority components: 3b, 2d, 2b, 3c, 1e, 3d.

Feedback provided to individual teachers in conversation and in written form within one week of observation. Professional Development offered aligned to indicators as observations indicate the need. Teachers will engage in instructional rounds within department and grade teams. After each round of observation they will participate in a feedback protocol where they will share their observations, wonderings and possible next steps to their colleagues. The teacher observed will have an opportunity to ask clarifying questions and provide their own reflection. Analysis of observations, patterns and trends completed in April.

**Strategies to increase parental involvement**

- 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;

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Staff will engage in professional development facilitated by administration, lead teachers and Network Instructional Specialist focused on the Danielson Rubric

**Service and program coordination**

Supervisor per session (2 days per week). Professional instructional materials to support curriculum development during the regular school day. Teacher per session (2 days per week) for after school programs and differentiated professional development

**Budget and resources alignment**

- Per session training for teachers in understanding the teacher effectiveness framework in instructional study groups
- Contract for Excellence
- ARRA RTTT Citywide Inst Exp

## ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				

1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7	23	4	4	4			1	
8	34	8	8	8				
9	19	19	19	19			10	
10	28	28	28	28	4			5
11	15	33	23	32	5		1	8
12	15	36	42	72	5		1	3

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<b>Extended Time – small group instruction – before school</b> <b>Extended Day – small group instruction – after school</b> <b>Regents Prep classes – small class instruction – during school day</b> <b>Credit Recovery – grades 9-12</b>
<b>Mathematics</b>	<b>Extended Time – small group instruction – before school</b> <b>Extended Day – small group instruction – after school</b>

<b>Science</b>	<b>Extended Time – small group instruction – before school Extended Day – small group instruction – after school</b>
<b>Social Studies</b>	<b>Regents Prep classes – small class instruction – during school day Extended Time – small group instruction – before school</b>
<b>At-risk Services provided by the Guidance Counselor</b>	<b>Counseling – one-on-one or small group – during school day Advisory</b>
<b>At-risk Services provided by the School Psychologist</b>	<b>Counseling – one-on-one – during school day</b>
<b>At-risk Services provided by the Social Worker</b>	<b>Counseling – one-on-one – during school day</b>
<b>At-risk Health-related Services</b>	<b>SAPIS – small group – during school day</b>

## **Title I Parent Involvement Policy**

1. The *Secondary School for Law* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

### ***LIST ACTIONS***

2. *The Secondary School for Law* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
  - Convene an annual meeting for parents of participating Title I students, for the purpose of explaining the program offerings. This meeting will be held during the start of the school year, in conjunction with curriculum night, which is held sometime in October.
  - At this meeting, parents will be asked to volunteer to serve on a committee that will meet during the school year to help plan and review Title I programs.
  - Provide parents with the opportunity to meet with Title I funded reading, and mathematics teachers, in order to familiarize parents with curriculum, student assessment results, and make parents aware of the role parents must play in having children achieve proficiency levels.
  - Jointly develop, with parents, a parent involvement plan that outlines how parents, staff, and students will share ideas, and outline responsibilities which will enable participating Title I students to achieve higher standards. This will be reviewed annually at PTA and SLT meetings.
3. *The Secondary School for Law* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:
  - ***N/A***
4. *The Secondary School for Law* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - *The evaluation will be conducted by members of the SLT. The SLT will issue a survey and the results will be reviewed at subsequent SLT & PTA meetings when parent comments will be solicited.*
5. *The Secondary School for Law* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
  - i. The State’s academic content standards;
  - ii. The State’s student academic achievement standards;
  - iii. The State and local academic assessments including alternate assessments;
  - iv. The requirements of Title I, Part A;
  - v. How to monitor their child’s progress; and
  - vi. How to work with educators.
  - *Evening workshops held in conjunction with PTA meetings.*
  
- b. *The Secondary School for Law* will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
  - *Developing a parent handbook and distributing it to all parents.*
  - *Distributing course descriptions, etc. to familiarize parents with academic requirements.*
  - *Evening workshops conducted by teachers and other staff as well as community based organizations.*
  
- c. *The Secondary School for Law* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
  - *Workshops will be conducted in conjunction with regularly scheduled professional development.*
  
- d. *The Secondary School for Law* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - *Translate all mailings as necessary.*

**Adoption**

This School Parental Involvement Policy and the School Parent Compact have been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership and PTA Meetings on October 20, 2011.

This policy is adopted by *The Secondary School for Law* on 10/20/11 and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title I parents each year.

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## School Parent Compact

### School Responsibilities

*The Secondary School for Law* will:

- ⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - *Utilize certified Teachers.*
  - *Provide ongoing training and professional development.*
  - *Maintain Literacy Coach.*
  - *Provide additional support through supplemental instruction and extended day activities for students to prepare for state examinations.*
  
- ⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - *Parent Teacher conferences will be held October and February per citywide calendar.*
  
- ⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - *Report cards are provided to parents 6x/year. 2x/year in person; 4x/year mailed.*
  - *Additional cutting/attendance reports for students with attendance/lateness problems.*
  
- ⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - *Staff will be available for consultation at parent-teacher conferences and by appointment.*
  
- ⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
  - *Parents will be allowed to volunteer, participate and observe classroom activities during the school day by prior arrangement with the Principal.*

### Parent Responsibilities

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

- ⇒ supporting my child's learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school;
  - monitoring attendance;
  - talking with my child about his/her activities every day;
  - scheduling daily homework time;
  - providing an environment conducive for study;

- making sure that homework is completed;
  - monitoring the amount of television my children watch;
- ⇒ becoming involved in developing, implementing evaluating and revising the school-parent involvement policy;
  - ⇒ participating in training that the school offers;
  - ⇒ sharing the responsibility for improved student achievement;
  - ⇒ communicating with his/her child's/children's teachers about their education needs;
  - ⇒ asking parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the education process;
  - ⇒ providing written documentation of a child's absence from school;
  - ⇒ returning and signing all papers requiring a parent signature;
  - ⇒ respecting the cultural differences of others;
  - ⇒ helping my child accept consequences for negative behavior;
  - ⇒ being aware of and following the rules and regulations of the school and district;
  - ⇒ supporting the school's discipline policy;
  - ⇒ expressing high expectation and offering praise and encouragement for achievement.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 15k462    **School Name:** Secondary School for Law

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**    -- Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
               Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     --Basic                                 Focused             Comprehensive

**Intervention:**     School Quality Review (SQR)                                 External School Curriculum Audit (ESCA)  
                           Joint Intervention Team visit (JIT)                                 -- Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Our school's area of improvement is in ELA for Hispanic middle school students. While we did not have an SQR during the school year 2010-11, our findings are that Hispanic 7<sup>th</sup> and 8<sup>th</sup> grade students are reading 2 grade levels below grade level on average.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Our school will implement an after-school academy for the targeted students in ELA. The additional period of instruction after school will consist of grouping our MS students in leveled reading groups and providing guided reading by level and instruction using both Destination Reading texts and computer software as well as school-issued books and resources to aid in increasing stamina and comprehension.

### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The 10 percent of Title I funds for professional development will be used to send teachers to Common Core State Standards workshops, CFN 112 workshops on common core alignment to ELA instruction and providing time during the school day and after the school day for teacher teams to work with our literacy coach in aligning ELA curriculum maps to the common core state standards.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Our teacher-mentoring programs will provide high-quality professional development for our teachers. All middle school content teachers teaching the targeted group of students will receive professional development from our school's ELA department chair. Our department chair meets weekly with this team of teachers to align their units and lessons to the

common core standards and ensure that students are receiving the content necessary to support them in meeting the standards in literacy in their grade level. Additionally, our lead MS ELA teacher takes part in professional development through our network, CFN 112, on the topic: "Preparing for the NY State ELA Test". This workshop includes a review of data on the test and test trends and our ELA teacher uses the resources at this PD to come back and look at our students' data and trends and adjust our MS ELA curriculum to ensure that we are meeting the literacy needs of our target group.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Our school will notify parents about our school's identification for school improvement in an understandable and uniform format and in the native language of our target groups' families. This notification will be done through backpacked and mailed notices as well as school messenger messages. Both written and telephone notification will be both in English and Spanish to ensure that parents are aware and understand our improvement plan and that their child will receive additional instruction as part of the plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Kathy Pelles</b>	District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>462</b>
School Name <b>Secondary School for Law</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Oneatha Swinton</b>	Assistant Principal <b>Felicia Holtzman</b>
Coach <b>Laura Malone</b>	Coach <b>Marie Buot</b>
ESL Teacher <b>Laura Paddock</b>	Guidance Counselor <b>Debbie Gonzalez</b>
Teacher/Subject Area <b>Carina Hedglin</b>	Parent <b>Audra Pryor</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>Enid Hiers</b>
Network Leader <b>Kathy Pelles</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>474</b>	Total Number of ELLs	<b>29</b>	ELLs as share of total student population (%)	<b>6.12%</b>
------------------------------------	------------	----------------------	-----------	---	--------------

## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

When a new admit enters the Secondary School for Law, the parent is asked to complete the Home Language Identification Survey at registration, including the informal oral interview in English and in the native language when possible. Through the use of faculty and school aides we are able to interview parents in Spanish and Bengali. The HLIS is then reviewed by Ms. Felicia Holtzman, a fully certified ESL teacher and our ELL Liaison. If the HLIS indicated that a language other than English is used in the home, Ms. Holtzman meets with the parent for an informal oral interview. A Spanish speaking school aide is available to translate the interview for Speakers of other languages. The student is then administered the Language Assessment Battery-Revised (LAB-R) within 10 days of registration. Ms. Holtzman, ELL coordinator, ensures that the LAB-R is conducted in the timeline allotted. The LAB-R determines whether a student is to be placed in an English Language Learning program or has reached proficiency in English. Ms. Holtzman, ESL Teacher, is responsible for conducting the initial screening.

Once the LAB-R is scored and reviewed, if the student is identified as an ELL, the parent is notified in writing through a Parent Entitlement Letter and invited to attend a Parent Orientation session. During this session, the parent views a video and receives information on the different programs available. In addition to English, the video is available in Spanish, Chinese, Haitian, Korean, Urdu, Arabic, Russian, and Bengali. The parent completes the Parent Assurance Survey and Program Selection Form, indicating his/her program choice: Transitional Bilingual Program, Dual Language Program, or ESL Program. Ms. Keating, Attendance Coordinator and Ms. Holtzman, ESL teacher, ensure that this process happens during the first 2 weeks of a child's enrollment. If the parent selects an ESL Program, the student is placed in our free-standing ESL program in accordance with the student's proficiency and grade level. The parent is provided with a Placement Letter. In the event that a parent selects TBE or Dual Language, the parent is directed to the Placement Office of the Department of Education to find the desired program at another school. Whether the parent chooses to enroll a student at this school or not, parents are advised that their choice will be recorded and that if 15 or more parents select the same program that they did, it will be started at this school. Over the course of the past two years, the trend in parent requests have been for students to be enrolled in a free-standing ESL program. Our ESL program is aligned with parental requests as free-standing classes in ESL have been the primary selection families of ELLs have made in recent years.

In the past few years, most of our incoming ELLs have come from another NYC school through the middle school and/or high school articulation process. Their records indicate that their parents have chosen a free standing ESL program for them in their previous school. Therefore, we are honoring parent choice. We have had only one (1) new admission from a country other than the U.S. and that parent chose to enroll his son in an ESL program when given information on all program choices.

All paperwork and forms related to ELLs and ELL eligibility is maintained in both the office of the ELL liaison and the office of the attendance coordinator.

Student progress is monitored each spring with the administration of the New York State English as a Second Language Achievement Test (NYSESLAT). As students move through three (3) levels of English proficiency (beginner, intermediate, advanced) from year to

year, they eventually test out of the ESL Program by attaining the passing score – proficient

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										2	2	2	2	8
<b>Push-In</b>								10	8	8	2	1	0	29
<b>Total</b>	0	0	0	0	0	0	0	10	8	10	4	3	2	37

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	11
SIFE		ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	4

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	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	Total
Dual Language										0
ESL	18		3	7		4	4		4	29
Total	18	0	3	7	0	4	4	0	4	29

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								4	1	10	9	2	1	27
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						1
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>10</b>	<b>9</b>	<b>2</b>	<b>1</b>	<b>29</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Targeted intervention programs for ELLs in ELA, Math and other content areas consist of a combination of Free standing ESL classes and training content area teachers to modify work for ELLs. ELLs are programmed in blocks with bilingual (English speaking) students for core content areas. Beginning ELLs are buddied with a bilingual student who sits in the same grouping and helps support the ELL. In the ESL class, student grouping differs on the activity but groupings can be both mixed proficiency level as well as same native language, depending on the task and task's goal. Additionally, our school uses NYU student teaching tutors in content classes such as ELA, Math, Social Studies and Spanish and these student teachers provide in class linguistic support to our ELLs in their Core Content areas. We use bilinigal glosseries in science and math classes. In our middle school science classes, we have Spanish textbooks available for Spanish speaking ELLs, the majority of our ELL population.

ELLs reaching proficiency on the NYSESLAT receive continuing transitional support by being programmed for before-school tutorials three (3) times a week with either an ESL teacher or an ELA teacher. These students are provided with ongoing support in literacy and continue to receive testing modifications for two years after reaching proficiency. These students are also permitted to use digital translators and dictionaries in classes.

For the upcoming school year we are looking to purchase additional Rosetta Stone software for our ELLs in their native languages and we have no plans to discontinue any programs or services for our ELLs.

Technology has been integrated into the core academic areas for ELLs in grades 7-12. Educational Activity Software is used in the self-contained ESL classes and Smartboards are utilized in many of the content area classes. In addition, ELLIS Essentials has been installed on four (4) laptops for use in the ESL classes. Each student has his/her own individualized plan based on vocabulary and reading comprehension needs. Each student develops goals by marking period based on these vocabulary and reading needs. Likewise, electronic dictionaries and glosseries are utilized both in the ESL classrooms and are permitted for ELLs in their content area classes as well.

Middle school ELLs follow the core curriculum of all the students at the school. They receive eight (8) classes per week of Mathematics, five (5) classes per week of Social Studies, and five (5) classes per week of Science. Sixth grade, seventh and eighth grade ELLs receive eight (8) classes per week of English Language Arts.

High school ELLs follow the core curriculum of all the students at the school. They receive five (5) classes per week of English Language Arts. In addition, ninth grade ELLs receive two (2) classes per week of Reading Workshop. ELLs receive eight (8) classes per week of

## A. Programming and Scheduling Information

Math. All high school ELLs receive five (5) classes per week of Social Studies and Science.

Instruction across the content areas is differentiated to meet the needs of ELLs. Scaffolding the academic uses of English for ELLs is practiced by all teachers and as mentioned above, students are instructed in the use of bilingual dictionaries and glossaries.

Extracurricular activities offered at our school include PRY (Project Reach Youth), Science Club, Swimming Club, Math Tutoring, Debate Team, Mock Trial Team, Basketball Team, and Wrestling Team, arts, photography and photovideo. The students are recruited for these activities through classroom visits, flyers and school-wide postings. Equal access to all of these activities is available to not only our ELLs but all of our students school-wide.

Throughout the year, overall student progress will be monitored for increases in both decoding and encoding skills. Additionally, content area teachers and ESL teachers conference both formally and informally about all ELLs. Formal conferring takes place both in grade team collaborative meetings, where teachers look at student work of ELLs, and in department meetings, where ESL and ELA teachers co-plan lessons and strategies to use with our ELLs. ESL Communication Sheets are distributed to each teacher of ELL. Content teachers and ESL teachers provide assessments of the student's four language skills throughout the year. Additionally, the subject teacher makes academic comments that the ESL teacher uses as a guide to help tutor the ELL. Our ESL teachers visit content area classes once per marking period and work with the content area teacher to develop ways to address ELL needs through lesson adaptation, material selection, scaffolding and alternative assessment methods. Students in need of additional support will receive weekly outlines for each class created by the content area teacher and the ESL Teacher. These outlines will list the main topics and necessary vocabulary that will be taught that week. Students will use these as guides to take notes on and to help them understand content. We utilize a modified version of Cornell notetaking strategies with our ELLs. The school's Librarian and ESL teachers have purchased bilingual reference books as well as reading materials in the native languages of the ELLs.

Activities to assist newly enrolled ELL students include both middle school and 9th grade family orientation prior to the start of the school year. During this orientation, students and parents are provided with opportunities to ask questions regarding programming, classes, curriculum, supports, and school activities. They also meet some of the instructional and support staff that can assist them when they need help.

Students at the Secondary School for Law are offered Spanish Foreign Language classes.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

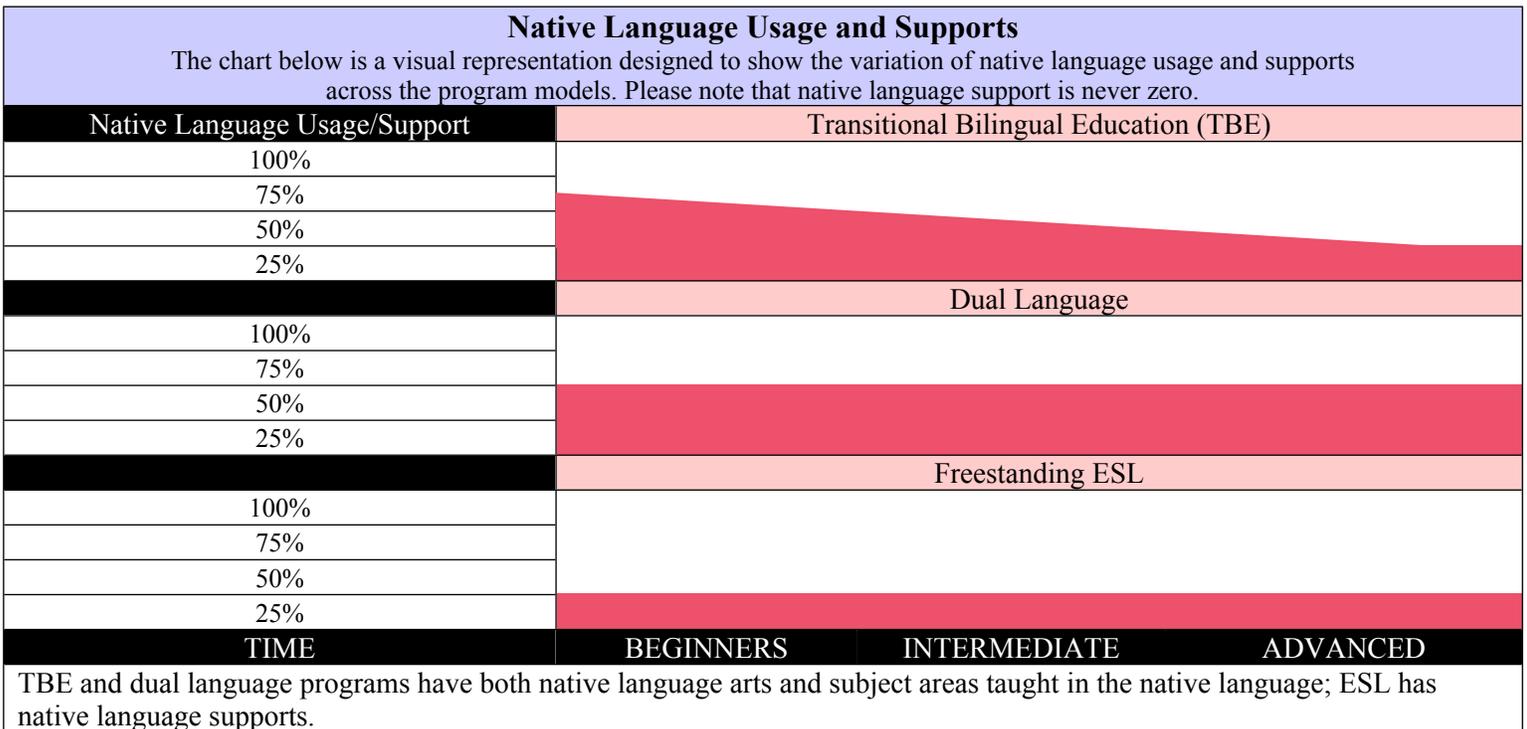
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				



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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**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.

## B. Programming and Scheduling Information--Continued

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

Targeted intervention programs for ELLs in ELA, Math and other content areas consist of a combination of Free standing ESL classes and training content area teachers to modify work for ELLs. ELLs are programmed in blocks with monolingual (English speaking) students for core content areas. Beginning ELLs are buddied with a monolingual student who sits in the same grouping and helps support the ELL. In the ESL class, student grouping differs on the activity but groupings can be both mixed proficiency level as well as same native language, depending on the task and task's goal. Additionally, our school uses NYU student teaching tutors in content classes such as ELA, Math, Social Studies and Spanish and these student teachers provide in class linguistic support to our ELLs in their Core Content areas. We use bilinigual glosseries in science and math classes. In our middle school science classes, we have Spanish textbooks available for Spanish speaking ELLs, the majority of our ELL population.

ELLs reaching proficiency on the NYSESLAT receive continuing transitional support by being programmed for before-school tutorials three (3) times a week with either an ESL teacher or an ELA teacher. These students are provided with ongoing support in literacy and continue to receive testing modifications for two years after reaching proficiency. These students are also permitted to use digital translators and dictionaries in classes.

For the upcoming school year we are looking to purchase additional Rosetta Stone software for our ELLs in their native languages and we have no plans to discontinue any programs or services for our ELLs.

Technology has been integrated into the core academic areas for ELLs in grades 6-12. Educational Activity Software is used in the self-contained ESL classes and Smartboards are utilized in many of the content area classes. In addition, ELLIS Essentials has been installed on four (4) laptops for use in the ESL classes. Each student has his/her own individualized plan based on vocabulary and reading comprehension needs. Each student develops goals by marking period based on these vocabulary and reading needs. Likewise, electronic dictionaries and glosseries are utilized both in the ESL classrooms and are permitted for ELLs in their content area classes as well.

Middle school ELLs follow the core curriculum of all the students at the school. They receive eight (8) classes per week of Mathematics, five (5) classes per week of Social Studies, and five (5) classes per week of Science. Sixth grade, seventh and eighth grade ELLs receive eight (8) classes per week of English Language Arts.

High school ELLs follow the core curriculum of all the students at the school. They receive five (5) classes per week of English Language Arts. In addition, ninth grade ELLs receive two (2) classes per week of Reading Workshop. Some ninth grade ELLs receive ten (10) classes per week of Mathematics, while others receive five (5) classes. All high school ELLs receive five (5) classes per week of Social Studies and Science.

Instruction across the content areas is differentiated to meet the needs of ELLs. Scaffolding the academic uses of English for ELLs is practiced by all teachers and as mentioned above, students are instructed in the use of bilingual dictionaries and glossaries.

Extracurricular activities offered at our school include PRY (Project Reach Youth), Science Club, Swimming Club, Math Tutoring, Debate Team, Mock Trial Team, Basketball Team, and Wrestling Team, arts, photography and photovideo. The students are recruited for these activities through classroom visits, flyers and school-wide postings. Equal access to all of these activities is available to not only our ELLs but all of our students school-wide.

Throughout the year, overall student progress will be monitored for increases in both decoding and encoding skills. Additionally, content area teachers and ESL teachers conference both formally and informally about all ELLs. Formal conferring takes place both in grade team collaborative meetings, where teachers look at student work of ELLs, and in department meetings, where ESL and ELA teachers co-plan lessons and strategies to use with our ELLs. ESL Communication Sheets are distributed to each teacher of ELL. Content teachers and ESL teachers provide assessments of the student's four language skills throughout the year. Additionally, the subject teacher makes academic comments that the ESL teacher uses as a guide to help tutor the ELL. Our ESL teachers visit content area classes once per marking period and work with the content area teacher to develop ways to address ELL needs through lesson adaptation, material selection, scaffolding and

## B. Programming and Scheduling Information--Continued

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

Targeted intervention programs for ELLs in ELA, Math and other content areas consist of a combination of Free standing ESL classes and training content area teachers to modify work for ELLs. ELLs are programmed in blocks with monolingual (English speaking) students for core content areas. Beginning ELLs are buddied with a monolingual student who sits in the same grouping and helps support the ELL. In the ESL class, student grouping differs on the activity but groupings can be both mixed proficiency level as well as same native language, depending on the task and task's goal. Additionally, our school uses NYU student teaching tutors in content classes such as ELA, Math, Social Studies and Spanish and these student teachers provide in class linguistic support to our ELLs in their Core Content areas. We use bilinigual glosseries in science and math classes. In our middle school science classes, we have Spanish textbooks available for Spanish speaking ELLs, the majority of our ELL population.

ELLs reaching proficiency on the NYSESLAT receive continuing transitional support by being programmed for before-school tutorials three (3) times a week with either an ESL teacher or an ELA teacher. These students are provided with ongoing support in literacy and continue to receive testing modifications for two years after reaching proficiency. These students are also permitted to use digital translators and dictionaries in classes.

For the upcoming school year we are looking to purchase additional Rosetta Stone software for our ELLs in their native languages and we have no plans to discontinue any programs or services for our ELLs.

Technology has been integrated into the core academic areas for ELLs in grades 6-12. Educational Activity Software is used in the self-contained ESL classes and Smartboards are utilized in many of the content area classes. In addition, ELLIS Essentials has been installed on four (4) laptops for use in the ESL classes. Each student has his/her own individualized plan based on vocabulary and reading comprehension needs. Each student develops goals by marking period based on these vocabulary and reading needs. Likewise, electronic dictionaries and glosseries are utilized both in the ESL classrooms and are permitted for ELLs in their content area classes as well.

Middle school ELLs follow the core curriculum of all the students at the school. They receive eight (8) classes per week of Mathematics, five (5) classes per week of Social Studies, and five (5) classes per week of Science. Sixth grade, seventh and eighth grade ELLs receive eight (8) classes per week of English Language Arts.

High school ELLs follow the core curriculum of all the students at the school. They receive five (5) classes per week of English Language Arts. In addition, ninth grade ELLs receive two (2) classes per week of Reading Workshop. Some ninth grade ELLs receive ten (10) classes per week of Mathematics, while others receive five (5) classes. All high school ELLs receive five (5) classes per week of Social Studies and Science.

Instruction across the content areas is differentiated to meet the needs of ELLs. Scaffolding the academic uses of English for ELLs is practiced by all teachers and as mentioned above, students are instructed in the use of bilingual dictionaries and glossaries.

Extracurricular activities offered at our school include PRY (Project Reach Youth), Science Club, Swimming Club, Math Tutoring, Debate Team, Mock Trial Team, Basketball Team, and Wrestling Team, arts, photography and photovideo. The students are recruited for these activities through classroom visits, flyers and school-wide postings. Equal access to all of these activities is available to not only our ELLs but all of our students school-wide.

Throughout the year, overall student progress will be monitored for increases in both decoding and encoding skills. Additionally, content area teachers and ESL teachers conference both formally and informally about all ELLs. Formal conferring takes place both in grade team collaborative meetings, where teachers look at student work of ELLs, and in department meetings, where ESL and ELA teachers co-plan lessons and strategies to use with our ELLs. ESL Communication Sheets are distributed to each teacher of ELL. Content teachers and ESL teachers provide assessments of the student's four language skills throughout the year. Additionally, the subject teacher makes academic comments that the ESL teacher uses as a guide to help tutor the ELL. Our ESL teachers visit content area classes once per marking period and work with the content area teacher to develop ways to address ELL needs through lesson adaptation, material selection, scaffolding and

## 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?

Parent involvement in our school is a priority, including the parents of ELLs. In November, 2011 we hosted a school-wide open house to encourage parents to visit the school and be a part of the learning going on. At this event, translators for our non-English speaking parents will be present. We use teachers, school aides and students to deliver translation services. Additionally, we were awarded a Parent ARIS grant where we received two new computers for parent-use in 2010. Parents received training in the use of these computers and training in the ARIS website in October, 2011. These computers are housed in a 'Parents as Partners' room within the school that is available to parents for their use.

For parent/teacher conferences, parents of ELLs are provided with services from the Department of Education where they can call in to receive translation of the parent/teacher conference. Throughout the year, parents of our ELLs are invited to attend our grade-level meetings with their child's teachers to discuss student progress and social issues. Translation services are provided at these meetings.

Additional Parent/community involvement within the school have included the following workshops and activities: Curriculum Night, Resume Writing, Demystifying the College Application Process, How to Prepare Your Child for the ELA Exam (Middle School), Middle and High School Progress Report Information Sessions, Seminar for 8th Grade Parents on Selecting a High School, and Awards Night. At these workshops and activities, translation is made available through our school aides and teachers and students fluent in Spanish and Bengali. Our school's three partners: Paul Hastings, Bloomberg Communications and NYU are asked to attend many of these events to help build community in the school and a partnership with parents. Translation is available for SPanish speaking parents at these events through one of our faculty members who is a Spanish teacher. No additional partnerships exist at this time.

The needs of parents are evaluated at monthly PTA meetings where parents, teachers, students and administrators meet and discuss parent needs. From these meetings, we determined the desire for access to technology and training in that technology. Therefore, we now have created the 'Parents as Partners' room and parents were trained in ARIS. Parents are also members of the school's SLT where they are able to discuss parent and student needs.

## 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

## 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.

Our school's professional development plan for all ELL personnel involves two trainings for all staff at faculty-wide meetings. In November 2010 and in April 2011 our two (2) certified ESL teachers will run professional development and train faculty in scaffolding approaches to help support ELLs throughout the content areas. Additionally, staff receives materials and training from our ESL teachers in grade team meetings which occur weekly. In these weekly meetings, student work is assessed and discussed between the ESL teachers and the content teachers. Additionally, the ESL teachers set-up inter-visitations and intra-visitations when appropriate for content area teachers to observe purposeful instructional approaches for ELLs. Through this professional development approach, The ESL Liaison and ESL teacher ensure that all teachers are provided with the required 7.5 hours of training through meetings, observations, and inter-visitations. Agendas for these professional developments are kept in the office of Ms. Holtzman, ESL teacher.

This professional development plan provides ongoing support and training to assist principals, paraprofessionals, counselors, psychologists, therapists, secretaries, parent coordinator, and all subject area teachers on instructional, compliance, and social issues affecting ELLs.

## 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.

Our school's professional development plan for all ELL personnel involves two trainings for all staff at faculty-wide meetings. In November 2010 and in April 2011 our two (2) certified ESL teachers will run professional development and train faculty in scaffolding approaches to help support ELLs throughout the content areas. Additionally, staff receives materials and training from our ESL teachers in grade team meetings which occur weekly. In these weekly meetings, student work is assessed and discussed between the ESL teachers and the content teachers. Additionally, the ESL teachers set-up inter-visitations and intra-visitations when appropriate for content area teachers to observe purposeful instructional approaches for ELLs. Through this professional development approach, The ESL Liaison and ESL teacher ensure that all teachers are provided with the required 7.5 hours of training through meetings, observations, and inter-visitations. Agendas for these professional developments are kept in the office of Ms. Holtzman, ESL teacher.

This professional development plan provides ongoing support and training to assist principals, paraprofessionals, counselors, psychologists, therapists, secretaries, parent coordinator, and all subject area teachers on instructional, compliance, and social issues affecting 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?

Parent involvement in our school is a priority, including the parents of ELLs. In November, 2011 we hosted a school-wide open house to encourage parents to visit the school and be a part of the learning going on. At this event, translators for our non-English speaking parents will be present. We use teachers, school aides and students to deliver translation services. Additionally, we were awarded a Parent ARIS grant where we received two new computers for parent-use in 2010. Parents received training in the use of these computers and training in the ARIS website in October, 2011. These computers are housed in a 'Parents as Partners' room within the school that is available to parents for their use.

For parent/teacher conferences, parents of ELLs are provided with services from the Department of Education where they can call in to receive translation of the parent/teacher conference. Throughout the year, parents of our ELLs are invited to attend our grade-level meetings with their child's teachers to discuss student progress and social issues. Translation services are provided at these meetings.

Additional Parent/community involvement within the school have included the following workshops and activities: Curriculum Night, Resume Writing, Demystifying the College Application Process, How to Prepare Your Child for the ELA Exam (Middle School), Middle and High School Progress Report Information Sessions, Seminar for 8th Grade Parents on Selecting a High School, and Awards Night. At these workshops and activities, translation is made available through our school aides and teachers and students fluent in Spanish and Bengali. Our school's three partners: Paul Hastings, Bloomberg Communications and NYU are asked to attend many of these events to help build community in the school and a partnership with parents. Translation is available for Spanish speaking parents at these events through one of our faculty members who is a Spanish teacher. No additional partnerships exist at this time.

The needs of parents are evaluated at monthly PTA meetings where parents, teachers, students and administrators meet and discuss parent needs. From these meetings, we determined the desire for access to technology and training in that technology. Therefore, we now have created the 'Parents as Partners' room and parents were trained in ARIS. Parents are also members of the school's SLT where they are able to discuss parent and student needs.

# 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)										5	1			6
Intermediate(I)								2		5	2			9
Advanced (A)								3	2		6	2	1	14
Total	0	0	0	0	0	0	0	5	2	10	9	2	1	29

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7	2	3			5
8	0	1			2

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Assessment tools to identify early literacy skills of ELLs include Fountas and Pinnell, Wilson Reading System and Design Your Own Assessment. A combination of these tools is used to determine literacy skills of each ELL depending on their level and their grade. This data reveals that over 90% of ELLs read below grade level. This information helps inform our school's instructional plan for ELLs as we use it to concentrate on reading in the ESL classes.

### Additional Information

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

Paste additional information here

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8			2						2
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	1		1	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	3		2	
Physics				
Global History and	3		2	

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government	2		2	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Assessment tools to identify early literacy skills of ELLs include Fountas and Pinnel, Wilson Reading System and Design Your Own Assessment. A combination of these tools is used to determine literacy skills of each ELL depending on their level and their grade. This data reveals that over 90% of ELLs read below grade level. This information helps inform our school's instructional plan for ELLs as we use it to concentrate on reading in the ESL classes.

A close examination of the 2011 New York State English as a Second Language Achievement Test (NYSESLAT) sub-test scores in each of the four language modalities indicates that some of our ELLs need to improve their reading and writing scores in order to meet the rigorous state and city standards. 2011 NYSESLAT subscores in speaking and listening modalities showed that the majority of our ELLs are proficient in this area but that their reading and writing still requires development. This data drives instruction in the ESL classes where reading across content areas is the focus.

Our school does not have a large population of ELLs taking the Regents. Of the ELLs who take Regents exams, a significant number have IEPs. We have hired an IEP teacher whose role is to use this data to help special education teachers align their curriculum to standards and prepare students for regents exams.

Likewise, the middle school students face challenges in regards to state tests. An examination of the 2010-2011 school year tests shows that no ELLs achieved a 3 or 4 score on the statewide English test.

## 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

School Name: <u>Secondary School for Law</u>		School DBN: <u>k462</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Oneatha Swinton	Principal		12/1/11
Felicia Holtzman	Assistant Principal		12/1/11
	Parent Coordinator		12/1/11
Laura Paddock	ESL Teacher		12/1/11
Audra Pryor	Parent		12/1/11
Laura Malone	Teacher/Subject Area		12/1/11
Carina Hedglin	Teacher/Subject Area		12/1/11
Marie Buot	Coach		12/1/11
	Coach		1/1/01
Debbie Gonzalez	Guidance Counselor		12/1/11
Kathy Pelles	Network Leader		12/1/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **k462** School Name: **Secondary School for Law**

Cluster: \_\_\_\_\_ Network: **112**

**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 and methodologies used to assess our school's written and oral translation and interpretation are provided in a timely manner include all families completing the Home Language Identification Survey at registration. Our parents, ESL teacher, Parent Coordinator, Attendance Coordinator and Spanish speaking school aide are a part of this process to ensure timeliness of written and oral translation.

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.

We determined that written translation services were primarily needed for translating documents from the school that are sent to parents.

## 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.

We determined that through strategic scheduling our foreign language teachers and school aides would provide translation of school documents for Spanish-speaking parents which are our largest group in need of written translation services. Translation services for parents speaking other languages will be obtained through the DOE's Translation Unit.

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.

We will provide translation at school events for parents by providing per session employment to our bilingual teachers and school aides.

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>.

Parents whose primary language is other than English and who require language assistance services will receive a Parents Bill of Rights and Responsibilities when they visit the school. Translation services will be provided as needed. The school will post in the main office the sign of the covered languages indicating the availability of interpretation services.

According to our safety plan, if a parent or visitor does not speak English, the S.S.A. or staff member should try to determine the language the individual is speaking, and then attempt to locate a translator within the building by contacting the main office. If a translator is not present within the building, the S.S.A. or staff member on duty should escort the individual to the main office, where a school representative should contact DOE's translation and interpretation services unit at 718-752-7373 to request telephone translation.

