



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** \_\_\_\_\_ THE SCHOOL FOR LEGAL STUDIES \_\_\_\_\_

DBN (DISTRICT/ BOROUGH/ NUMBER) \_\_\_\_\_ 14K477 \_\_\_\_\_

PRINCIPAL: \_\_\_\_\_ MÓNICA ORTIZ \_\_\_\_\_ EMAIL: \_\_\_\_\_ MORTIZ@SCHOOLS.NYC.GOV \_\_\_\_\_

SUPERINTENDENT: \_\_\_\_\_ KAREN WATTS \_\_\_\_\_

**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
Mónica Ortiz	*Principal or Designee	
Sharon Kleinfeld	*UFT Chapter Leader or Designee	
Luis Santiago	*PA/PTA President or Designated Co-President	
Zenaida Quinones	DC 37 Representative, if applicable	
Kendell Flanders	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Tracy Gabbiden	Member/Student	
Angelo Angeles	Member/Teacher	
Cay Maria Boswell	Member/Teacher	
Ralph Maiello	Member/Parent	
Charner Snow	Member/Parent	
Aurora Espinal	Member/Parent	
	Member/	

## 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**

By June 2012, students will demonstrate progress towards achieving state standards as measured by a 5% increase on the Comprehensive -Regents in English; special emphasis will be placed on Hispanic, SWD and Economically Disadvantaged students who have historically failed to meet AYP.

### **Comprehensive needs assessment**

An analysis of Acuity diagnostic and predictive periodic assessment data, mock Regents exams, and classroom level assessments generated during the past two years of our current 11<sup>th</sup> grade/ 2013 cohort students identified areas in need of improvement to increase the overall passing rate and increase the number of students earning 75% or better.

An analysis of Acuity diagnostic and predictive periodic assessment data, mock Regents exams, and exam results from the January, June, and August 2011 Comprehensive Regents in English of our current 12<sup>th</sup> grade/ 2012 cohort students indicated Black, Hispanic, SWD, and Economically Disadvantage students performed at a lower rate than their grade-level counterparts.

### **Instructional strategies/activities**

- ELA teachers instructing cohort students will, one period per week, provide instruction in preparation for upcoming Regents. Students will engage in note-taking strategies like Cornell notes and pre-reading exercises.
- ELA teachers will meet a minimum of 3 times per week to common plan strategies and lessons targeting students in need of a passing score on the Regents.
- Acuity assessments and tools will be utilized to provide targeted instruction and practice for all students. Teachers will modify lesson plans based on areas identified in Acuity reports.
- Acuity diagnostic and predictive assessments will be administered to all 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students during the winter 2011 and spring 2012 administration windows.
- Small group tutoring is available during students' lunch period and after school.
- ELA classes offered during Saturday Academy will provide additional instructional time for struggling students.
- SES providers will work closely with school staff to identify students to receive services.
- Humanities teachers will participate in professional development to increase literacy skills and strategies that support the implementation of differentiated instruction for all groups.
- **Timeline for implementation:** **September 2011-** Formulate common planning teams, analyze Regents data, and targeted students programmed for additional instructional period in ELA, **October 2011-** administration of 1<sup>st</sup> Acuity diagnostic periodic assessment, small group tutoring made available, and SES providers continue to enroll students. **November 2011 - January 2012-** Revision of curriculum making adjustments to instructional practices and administration of mock Regents, **February 2012-** Modify students' schedules for ELA based on Jan. 2012 Regents scores, students failing exam programmed for additional instructional period in ELA, **March – June 2012,** second and third administration of Acuity diagnostic, custom, and predictive periodic assessments, further analyses of assessment data, SES providers continue to work with targeted students and provide updates to the school, and Saturday Academy classes offered to all students.

**Strategies to increase parental involvement**

- Increase outreach attempts by GCs, family paras, Success Mentors, and ENACT CBO
- Parent Training on ARIS and Jupiter grades
- Daily phone calls and home visits by aides, family paras and Attendance Teacher; Phone Master utilized daily for absentee students;
- Invite parents to special events (i.e., Parent Summit, PTA meetings, awards ceremonies, etc.)

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

- Teacher vacancies, if any, will be filled by candidate from the NYCDOE “Teacher Finder” system.

**Service and program coordination**

- Internal and external organizations i.e. ENACT, Leadership, Mayor’s Initiative Coordinator and mentors will meet regularly to address targeted students’ progress.
- Afterschool and Saturday Tutoring

**Budget and resources alignment**

- Title I funds will be used for per session training of ELA teachers.
- Title I School Improvement funds will be used for small group tutoring and used to provide materials to support curriculum development.  
FSF, Title I SWP, Title I ARRA, Title III, IDEA

## Annual Goal #2 and Action Plan

### Annual Goal #2

- By June 2012, students will demonstrate progress towards achieving state standards as measured by a 5% increase by scoring at 65% or above on the various Mathematics Regents; special emphasis will be placed on Hispanic, SWD and Economically Disadvantaged students who have historically failed to meet AYP.

### Comprehensive needs assessment

After conducting a two year trend analysis of student performance data on state assessments, it was determined that the Hispanic and students with disabilities subgroups were identified as the subgroups in need of improvement.

### Instructional strategies/activities

- Math teachers will prep the Cohort students for the January and June 2012 Regents.
- Math teachers will identify and target the Hispanic and SWD students and offer additional support through small group tutoring.
- The Senior Cohort Inquiry Team will monitor and mentor the students in need of meeting graduation requirements.
- Small group tutoring will be available during students' lunch periods and after school.
- Saturday Academy offering Math instruction for struggling students.
- Castle Learning assignments will be provided on a weekly basis to strengthen testing skills and to differentiate according to ability levels.
- Achieve 3000 assignments will be offered to strengthen the Hispanic and SWD subgroups to increase literacy skills needed to complete the open ended questions on the Regents.
- Acuity assessments and tools will be utilized to provide targeted instruction and practice for all students.
- Math teachers will utilize common planning periods to infuse the Common Core activities and subsequently analyze student work to inform instruction.
- Acuity diagnostic and predictive assessments will be administered to the Integrated Algebra and Geometry students during the fall 2011 and spring 2012 administration windows.
- SES providers will work closely with school staff to identify students to receive services.
- Mathematics teachers will participate in professional development to increase literacy skills and strategies that support the implementation of differentiated instruction.

### Timeline for Implementation:

September 2011: Formulate common planning teams, analyze Regents data and target students for the Regents Prep classes

October 2011: Administration of 1<sup>st</sup> Acuity diagnostic assessment, small group tutoring made available, and SES providers continue to enroll students  
November 2011 – January 2012: Revision of curriculum (infusion of Common Core bundles); administration of Mock Regents  
February 2012: Program students based on the January 2012 results  
March – June 2012: 2<sup>nd</sup> and 3<sup>rd</sup> administration of Acuity, analysis of data to inform instruction, in house (during, after school and Saturday) and SES tutoring.

#### Strategies to increase parental involvement

- Parents will be trained on how to use ARIS Parent Link
- The Parent coordinator and other staff will attend regularly scheduled PTA meetings to share information and respond to parent questions and inquiries
- The school will create and distribute a parent handbook that is translated in all the dominant languages.
- Parents will be contacted by telephone by the Senior Cohort Inquiry Team Mentors

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

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified Mathematics teachers.
- Mentors are assigned to support newly hired untenured teachers.

#### Service and program coordination

- The school has established a credit recovery program for off track students that will participate in the Integrated Algebra administration in January 2012
- Afterschool and Saturday Tutoring
- Internal and external organizations i.e. ENACT, Leadership, Mayor's Initiative Coordinator and mentors will meet regularly to address targeted students' progress.

#### Budget and resources alignment

- Fair Student Funding, Title I SWP

### CEP Annual Goal #3 and Action Plan 2011- 2012

**Annual Goal #3:** By June 2012, there will be an increase of at least 3% in student attendance, as indicated by the school's Annual Attendance Report; special emphasis will be placed on Hispanic, SWD, and Economically Disadvantaged students who have historically failed to meet AYP.

**Comprehensive Needs Assessment:** Within recent years, the overall rate of student attendance has been consistently at or below 80%. Since there is a direct correlation between improved attendance and academic achievement, we look to increase the overall rate of attendance for our students. In a review of attendance data trends, we have found a specific need to focus on particular subgroups that have patterns of poor attendance: Students with disabilities, holdover and overaged/undercredited students.

#### **Instructional Strategies/Activities:**

- Faculty and staff will follow Attendance Ladder of Referral and Attendance Improvement Plan
- Guidance Counselors will meet with students and parents; will promote use of conduct sheets/student contracts, will conduct outreach phone and mail outreach; will request home visits; will refer chronic absentees to ENACT program, referrals for additional counseling or on-site/outside agencies as needed; will make ACS calls and will follow up with case workers
- Individual attendance meetings and data review by Success Mentors (Mayor's Task Force)
- Daily collection of cut scans; reversals will be completed in a timely fashion
- Daily phone calls by aides, family paras and counselors; Phone Master utilized daily for absentee students;
- Home Visits made by family paras and attendance teacher
- Review of data by family paras and counselors: target specific students based on absences
- Case conferencing, student review and data review at attendance and PPT meetings
- Obtain College Interns to act as Attendance Mentors
- Train students with 85%+ attendance to act as Peer Attendance Mentors
- Provide Incentives: Awards Ceremonies; names celebrated on bulletin board; certificates, trips, gift cards
- Increase student engagement and school spirit activities
- Professional Development in CA/M, STH, ATS, ILOG, Attendance Improvement Strategies
- Timeline: weekly attendance meetings and data review; monthly review of rates of attendance and patterns Coordinate Orientation for Incoming Freshmen, Parent Summit and Supplemental Educational Services (SES) Fair for parents to learn about in-home and online tutoring services; Organize Parent-Teacher Conferences
- Coordinate training on ARIS and Jupiter Grades for parents during conferences

- Invite parents to monthly PTA and School Leadership Team meetings; topics to include: Title I, Supplemental Educational Services, College Awareness, Effective Communication with Teenagers, Graduation Requirements, Jupiter Grades, ARIS, Resources for Parents of English Language Learners, Community Resources (ie, food pantry, GED programs, College Information for older adults)
- Invite parents to various ceremonies: Honor Roll, Peer Mediation Graduation, National Honor Society Induction, concerts and performances
- Organize annual Family Fun Day for parents, students, and staff
- Provide a free Parent Academy – Saturday computer classes: Microsoft Office, Internet, ARIS, Snap Grades
- Organize a Parent Appreciation Day: workshops on beauty, stress relief, reflexology
- Mail parent newsletter, provide guidance information on school website, and send out weekly school activity updates using School Messenger
- Collect parent emails for additional means of contact
- Guidance Counselors promote cultural sensitivity when counseling families
- Timeline: monthly parent meetings, events and activities

#### **Strategies to Increase Parental Involvement**

- Increase outreach attempts by GCs, family paras, Success Mentors, and ENACT CBO
- Parent Training on ARIS and Jupiter grades
- Daily phone calls and home visits by aides, family paras and Attendance Teacher; Phone Master utilized daily for absentee students;
- Invite parents to special events (i.e., Parent Summit, PTA meetings, awards ceremonies, etc.)

#### **Strategies for Attracting Highly Qualified Teachers (HQT): n/a**

#### **Service and Program Coordination:**

- Collaboration between Teacher – Attendance Team – Student -- Parent
- Review of STH, LYFE students, etc. to assist with difficulty in getting to school; Increase appropriate referrals as needed

#### **Budget and Resources Alignment:**

- Title I SWP, Mayor's Task Force, FSF

## CEP Annual Goal #4 and Action Plan 2011- 2012

**Annual Goal #4:** By June 2012, there will be an increase of at least 3% in the number of students applying to four year colleges/universities, as indicated by CUNY, SUNY and private college acceptance reports.

**Comprehensive Needs Assessment:** In a review of college acceptance rates, we would like to increase overall rates of acceptances, especially those within the subgroups of English Language Learners and Students with Disabilities. We also find that there is a correlation between acceptance rates and improved rates of Regents Diplomas and increased SAT scores.

### **Instructional Strategies/Activities:**

- Conduct informational assemblies and small groups on: The College Process (Search, Applications, Essays), Financial Aid and Scholarships (specific focus on ELL and SWDs)
- Conduct individual meetings with each member of the Class of 2012 to review their college choices, college applications, scholarship applications and financial aid forms (continue with 9<sup>th</sup> – 11<sup>th</sup> graders)
- Hold in-class presentations and assemblies for on College and Career Awareness
- Conduct parent workshops on the college process, scholarships and financial aid; disseminate information and provide resources to parents and students
- Organize special events: College/Career Fairs, Financial Aid Night, classroom visits by college representatives
- Facilitate trips to fairs and college tours
- Collaborate with outside organizations to obtain college/scholarship information and resources
- Collaborate with English Teachers to incorporate college essay writing and SAT vocabulary building in their curriculum; collaborate with Math Teachers to incorporate SAT Math in their curriculum
- Collaborate with Transitional Linkage Coordinator to conduct monthly activities for SWDs
- Collaborate with ESL Teachers to increase ELL/ESL students' participation in the college process
- Register students for the SAT, SAT II and ACT; Coordinate SAT study groups
- Register students for College Now classes; encourage ELL and SWDs to participate
- Obtain CUNY, SUNY, and private school applications; obtain scholarship applications; obtain fee waivers
- Timeline: monthly college presentations, trips, and activities

### **Strategies to Increase Parental Involvement:**

- Increase outreach attempts by College Advisor and GCs; Utilize Transitional Linkage Coordinator to work with parents
- Parent Workshops on the College Process; Invite parents to college trips and activities
- Utilize translation services to assist parents who are limited in English

**Strategies for Attracting Highly Qualified Teachers (HQT):** n/a

**Service and Program Coordination:**

- Collaboration between College Advisor – Guidance Counselor – Student -- Parent
- Conduct individual student assessments to determine specific college needs
- Coordinate Professional Development for TLC and ELL/ESL Teacher on the College Process to increase their collaboration

**Budget and Resources Alignment:**

- Fair Student Funding

**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>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	200	200	200	200	200*	30*	50*	100*
<b>10</b>	0	100	260	0	100*	30*	50*	100*
<b>11</b>	50	40	50	50	100*	30*	30*	100*
<b>12</b>	25	40	50	50	50*	10*	30*	50*

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>	<ul style="list-style-type: none"> <li>• After-School Tutoring</li> <li>• One-on-one Regents prep</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• 90 minutes block instruction during the school day</li> <li>• Small group tutoring during the school day</li> <li>• Differentiated instruction to support multiple learners during the school day</li> <li>• Tutoring after-school</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Inquiry and problem based Instruction during the school day</li> <li>• Differentiated instruction to support multiple learners during the school day</li> <li>• Small group tutoring during the school day</li> <li>• Make up labs after school</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• After-School Tutoring</li> <li>• One-on-one Regents prep</li> </ul>
<b>At-risk Services provided by the Guidance Counselor</b>	Individual and small group counseling; parental outreach (telephone calls, letters mailed, home visits, parent meetings); collaborations with teachers and deans; psycho-social, behavioral and academic referrals as needed; school-wide assemblies and Town Hall meetings; student monitoring (conduct sheets, student contract); accurate class programming and Regents programming; case conferencing; participation in Pupil Personnel Teams
<b>At-risk Services provided by the School Psychologist</b>	Attend monthly PPT meetings; provide individual and small group counseling for crisis intervention; meets with parents, teachers, and school staff to assist with classroom management; conducts FBAs and formulates behavior intervention plans for students experiencing behavioral challenges
<b>At-risk Services provided by the Social Worker</b>	Attend monthly PPT meetings; provides individual, group and family counseling; crisis intervention in emergency situations; provides assistance and mediation between student-parent, student-teacher, student-student relationships; connects parents and students to recreational, educational, medical, and self-empowering programs and services; conducts parent outreach and makes appropriate referrals

**At-risk Health-related Services**

on-site medical facility  
on-site Vision and Hearing Screening

## **THE SCHOOL FOR LEGAL STUDIES**

### **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, our school, 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. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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 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, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the 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 Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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.;
- 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 Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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;
- 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;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- 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;
- 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;

## The School for Legal Studies

### SCHOOL – PARENT COMPACT

*The school and parents working cooperatively to provide for the successful education of the children agree to:*

<b>THE SCHOOL AGREES</b>	<b>THE PARENT/GUARDIAN AGREES</b>
<p>To offer flexible, number of meetings at various times. If funding is available, Legal Studies will provide transportation and childcare.</p> <p><b>Legal Studies</b> will provide parents with timely information about <b>all</b> programs.</p> <p>Legal Studies will provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p> <p>Legal Studies will provide High Quality Curriculum and Instruction.</p> <p>Legal Studies will deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> <li>• Parent-Teacher conferences (Twice a year)</li> <li>• Frequent reports to parents on their child's progress</li> <li>• Reasonable access to staff</li> <li>• Opportunities to volunteer and participate in their child's school</li> </ul> <p>Legal Studies will accommodate individual parent/student/faculty meetings.</p> <p>Here at Legal Studies we foster growth and awareness by providing parent training workshops, ESL classes, adult basic education classes, computer classes, etc. during after the school day and/or weekends.</p>	<p>As an involved parent, I will support my son/daughter by ensuring that they attend school daily and arrive to school on time.</p> <p>To monitor my son/daughter's:</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Homework</li> </ul> <p>I will share the responsibility for improved student achievement.</p> <p>I will encourage my son/daughter to participate in at least one extracurricular activity.</p> <p>I will see information regarding my son/daughter's progress by conferring with teachers, principals and other school district personnel.</p> <p>To ask 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.</p> <p>To attend (if your schedule allows):</p> <ul style="list-style-type: none"> <li>• Parent-Teacher Conferences (twice a year)</li> <li>• Parent/Teacher Associations (once a month)</li> <li>• School Leadership Team (once a month)</li> <li>• School Functions ( throughout the year)</li> </ul>
<p><b>Student Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Attend school regularly and arrive on time;</li> <li>• Complete my homework and submit all assignments on time;</li> <li>• Follow the school rules and be responsible for my actions;</li> <li>• Show respect for myself, other people and property;</li> <li>• Try to resolve disagreements or conflicts peacefully;</li> <li>• Always try my best to learn.</li> </ul>	

***We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.***

\_\_\_\_\_

Signature of Principal/Teacher  
Parent/Guardian

Signature of

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

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

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

**School DBN:** 14K477

**School Name:** The School for Legal Studies

*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.

The school did not have a JIT intervention during the 2010-2011 school year.

The school failed to meet AYP in ELA, Math and Graduation for the Hispanic subgroup. The Hispanic group continues to present a challenge to the school although the school has narrowed the achievement gap and was able to meet AYP for the 2009 -2010 school year.

According to the SQR, teachers have to redesign curriculum based on data gathered from multiple sources including student work, improve instructional practices across content areas, develop coherent, rigorous, and CCLS aligned, differentiation in the classroom and student goals.

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.

Based on the recommendations of the SQR, the school will focus on

- Providing teachers with additional professional development on differentiation in order to meet the needs of all students and subgroups;
- Using data to inform instruction;
- A teacher assigned "literacy coach" will assist in implementing the recommendations made in the SQR; and
- Teacher teams will redesign curriculum, develop rigorous and coherent lessons that are aligned to the CCLS.

### **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% professional development allocation is used to partially fund the Assistant Principal of Humanities who provides ongoing, high quality professional development to teachers in the humanities/English on literacy strategies,

data analysis, and aligning the curriculum with the common core standards. Funds are also use to hire outside consultants to provide professional development on Danielson's Framework for Teaching.

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

The school has a teacher-mentor program where new teachers are matched with more experienced teachers. Teachers meet regularly during common planning or professional assignments. Mentor teachers are also provided with opportunities to visit mentees during their teaching periods. In addition, one English teacher has been identified as a part time literacy coach. This teacher will provide additional support to teachers with literacy and regents preparation strategies.

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.

The school will send the required documentation to parents via mail in addition to the PTA meetings.

**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 [i](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>D. Maldonado/Margaret Struk</b>	District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>477</b>
School Name <b>School for Legal Studies</b>			

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

Principal <b>Monica Ortiz</b>	Assistant Principal <b>Carla Heckstall</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Kathryn Bobby</b>	Guidance Counselor <b>Sarah McCoy, AP of Guidance</b>
Teacher/Subject Area <b>Ronald Fernando/science</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Cecile Nicolas/ math</b>	Parent Coordinator
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Lourdes Carmona</b>	Other <b>type here</b>

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

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>1</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>1</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>776</b>	Total Number of ELLs	<b>46</b>	ELLs as share of total student population (%)	<b>5.93%</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. 

The 2011 Language Allocation Policy team is comprised of a cross-section of dedicated and qualified staff members. Principal Monica Ortiz and Assistant Principal Carla Heckstall head our team and ensure its success. Kathryn Bobby, certified ESL teacher, provides ESL content knowledge. Assistant Principal Sarah McCoy manages parent outreach and communication as well as youth development services. These carefully-selected individuals both respond to and reflect the diversity of our school composition.

The School for Legal Studies is in its 16<sup>th</sup> year of existence with a program for grades 9-12. Among its 46 students, 43 speak Spanish, two speak Haitian Creole and one speaks Polish. (5.93% of a total population of approximately 776 students). These students' proficiency levels range from beginner to advanced, according to their most recent NYSESLAT or LAB-R scores.

RESPONSE TO #1: At enrollment, teachers and a bilingual (Spanish) support staff team conducts informal oral interviews with newly-admitted New York City public school students. The staff administers the Home Language Identification Survey (HLIS) to parents in his/her language. If the HLIS indicates that a language other than English is spoken in the home, that student is tested with the Language Assessment Battery-Revised (LAB-R). If the student is a native Spanish speaker, then the Spanish LAB is also administered within 10 days of enrollment. This screening and testing is conducted by state-certified ESL staff teacher Kathryn Bobby. Translation services for Spanish speakers are arranged by Assistant Principal Sarah McCoy. Translations for languages other than Spanish are provided via the Department of Education's Translation and Interpretation Unit. If the result of the LAB-R indicates that the student is entitled to ELL services, the parent is called in for an orientation. At this orientation, the parent will view a video in his/her language explaining the ELL programs that are available in NYC. At the end of the orientation the parent will fill out the Program Selection Form. If the parent chooses a program that is not available in the school, he/she will have an option of requesting a transfer for the student to a school where the program is offered. Otherwise, the parent's request is filed until there is a sufficient number of such students warranting the need to create said program. The parent will be made aware that the child's placement is for the entire year. Students entering our school from a New York City public middle school or high school are identified as ELLs based on their most recent NYSESLAT score. NYSESLAT results are used to determine placement of students for the following term. In addition, results are used to inform instructional practices in the classroom.

RESPONSE TO #2: Staff ESL teacher Kathryn Bobby will conduct orientations for parents of newly-enrolled students in the fall and will continue to do so throughout the year, as necessary, to provide them with information about program offerings. During the orientation, opportunities will be made available for parents to ask questions regarding ELL services. Translators will be available during the orientations. Informational materials will also be available in the parents' home language such as "A Guide for Parents" as well as the designated Department of Education DVD for NYC which also clearly instructs parents about the programs available to ELLs. All print materials, the instructional DVD and the oral presentation contain explicit information about the three program choices available to students: Transitional Bilingual Education, Dual Language, and Freestanding ESL.

RESPONSE TO #3: The entitlement letters will be distributed at the orientation session. The letters will also be mailed to homes to

reach those parents who do not attend the orientation in order to give them the opportunity to discuss the entitlement letters and program choices. Program Selection Forms will also be distributed to parents of ELLs at the orientation session after the parents have watched the designated Department of Education DVD which instructs parents about the programs available to ELLs (Transitional Bilingual, Dual Language, and Freestanding ESL). The ESL teacher will then collect and file the signed Parent Selection Forms. The ESL teacher will then mail out the Parent Selection Form to any parents unable to attend the orientation session. Following this, the teacher will then conduct follow-up phone calls and send mailings to the same group of parents to ensure that each signed form will be then returned to the school for its records.

RESPONSE to #4: In order to secure placement in bilingual or ESL instructional programs, identified ELLs will be given the Home Language Information Survey (HLIS) to complete. New students will be administered the LAB-R within 10 days of enrollment based on the results of HLIS, informal interviews with trained personnel, as well as the review of any recorded data concerning any mandated test taking results. If the HLIS indicates that the child may be an ELL, the student will be tested with the Language Assessment Battery-Revised (LAB-R) and, when applicable, the Spanish LAB. After the initial screening which includes the administration of the HLIS, the LAB-R and, when applicable, the Spanish LAB. After the initial screening which includes the administration of the HLIS, the LAB-R and the parent orientation, the student will then be placed according to his/her parents's choice of program (if it is available) as well as his/her proficiency levels. If a program requested is not available, the school will inform the parent who made the request that we will put it on file along with any other such requests from other parents. We will tell parents who request one of the other programs that we will contact them if and when we have collected the requisite number of requests requiring us to open a Transitional Bilingual or Dual Language Program. The ESL teacher Kathryn Bobby distributes entitlement letters at a fall orientation for parents of continuing students who have scored as beginner, intermediate or advanced students on the NYSESLAT. She also mails out copies of the entitlement letters to the homes of parents or guardians unable to attend the fall orientation for continuing students. Each letter is in English and is also accompanied by a translation of the text in the home language as indicated on each student's HLIS. Ms. Bobby then follows up the mailing with a phone call to make sure the letters have been received by the intended parties.

RESPONSE TO #5: Since SLS has been in existence, the trend has been for parents to prefer and request Freestanding ESL as their top choice on the Program Selection Form, expressing the belief that this is the way for their children to learn English quickly. This past year, eight out of nine parents of new ELLs requested Freestanding ESL. The parent who listed Transitional Bilingual as the top choice on the Program Selection Form was told that the request has been put on file. The parent was also told that we will contact the parent should the requisite number of requests require us to open a Transitional Bilingual Program. We then referred the parent to schools in district with Transitional Bilingual Education programs. In the future, if other parents indicate Transitional Bilingual program as their top choice, we will likewise keep their requests on file and contact them in the event of our launching a bilingual program.

## Part III: ELL Demographics

### A. ELL Programs

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

**This school offers (check all that apply):**

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" 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 Push-In</b>										15	15	11	5	46
<b>Total</b>	0	0	0	0	0	0	0	0	0	15	15	11	5	46

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	26	Special Education	11
SIFE	11	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	17

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
Dual Language										0
ESL	26	7	1	3	1	1	17	4	9	46
<b>Total</b>	<b>26</b>	<b>7</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>17</b>	<b>4</b>	<b>9</b>	<b>46</b>

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

**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
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	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	
	EL L	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>	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
<b>TOTAL</b>	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										14	14	10	5	43
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian											1	1		2
French														0
Korean														0
Punjabi														0
Polish										1				1
Albanian														0
Other													0	0
<b>TOTAL</b>	<b>0</b>	<b>15</b>	<b>15</b>	<b>11</b>	<b>5</b>	<b>46</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

RESPONSE TO #1a: All our ESL instruction is self-contained. ESL instruction is aligned to New York State Learning Standards as well as the Common Core Curriculum Standards for ELA.

RESPONSE TO #1b: At the School for Legal Studies our 46 ELLs are organized in ungraded classes. Within each class is a mix of NYSESLAT and LAB-R determinations. Students, based on their NYSESLAT scores, receive the required number of minutes in accordance with New York State Law (540, 360 and 180 minutes of weekly ESL instruction for beginner, intermediate and advanced students, respectively) in double and triple period programming blocks. The advanced students also receive 180 minutes of ELA per week.

## A. Programming and Scheduling Information

High school-

level ELA content is present throughout the class time and curriculum and is facilitated through the use of ESL strategies and methodologies.

RESPONSE to #2: Kathryn Bobby, the school's state-certified ESL instructor teaches five ESL classes, Monday through Friday. The day is divided into a three-period morning block and a double-period afternoon programming block. The three-period morning program block is comprised of beginners so they are able to receive the mandated 540 minutes of weekly instruction. According to scheduling needs, intermediate students also attend classes during this programming block, on Monday through Friday, so they receive their mandated 360 minutes of weekly ESL instruction. The double-period, afternoon programming block is again comprised of intermediate students who need to receive their mandated 360 minutes of explicit ESL instruction each week. Additionally, students who tested as advanced receive their 180 minutes of mandated weekly instruction by attending one class within the double-period afternoon programming block.

RESPONSE TO #2B: As per CR Part 154 beginner students receive 540 minutes per week, intermediate students receive 360 minutes per week, and advanced students receive 180 minutes per week. Native language literacy is taken into consideration to assess students' transferable skills from the L1. Academic rigor is valued and respected. The school's ESL teacher is able to provide supplemental instruction in Spanish in a small, homogenous group setting. This supplemental instruction includes three 45 minute classes each week (period 8.5) to support ELLs by reinforcing work from regular classes; helping with vocabulary in homework assignments; and acting as a liaison to the mainstream teachers in articulating academic difficulties experienced by the students. Native language materials such as books, newspapers and CDs are available in the classroom and campus libraries for language support. Most 9<sup>th</sup> grade students at the school receive at least 90 minutes of block instruction in ELA, depending on their NYSESLAT scores. Every week, within their self-contained ESL classes, intermediate students who earn an intermediate score on the NYSELAT receive 360 minutes of ELA instruction and advanced students receive 180 minutes of ELA instruction.

RESPONSE TO #3: ESL teacher, Kathryn Bobby, uses: assorted leveled texts; reader-writer notebooks; the Internet; music; audio visual devices such as the Smart Board; posters; maps; primary documents and student-generated texts. She also uses Castle Learning and Achieve 3000, student assessment and instructional software programs serving students at varying levels of proficiency. Classrooms are print-rich, employing word-walls, in-class libraries, and publicizing student work, all provided with a stress on college-readiness. Although the ESL teacher on staff is bilingual (Spanish/English), the school doesn't provide designated, certified bilingual staff because the school doesn't have a bilingual program. The aforementioned software programs (Castle Learning and Achieve 3000) are used to individualize and support student learning, especially for SIFE students. Native language materials such as books, newspapers and CDs are available in the ESL classroom, content-area classrooms, as well as the campus library. The ESL teacher tracks student progress in their content area subjects. Content area teachers are given support and materials to scaffold content for ELLs. Examples of these supports include: leveled content texts, native language texts, and alternative assessments. The ESL teacher also provides information about the learning styles of her ELLs as well as their cultural differences. Teachers have common planning time to discuss student data and strategies for success, particularly with regard to SIFE, Special Education and long-term ELLs. There is homework help programmed and matched to facilitate specific content needs. All students take electives in content-rich art, music, dance and criminal law. There is also prepwork for the ELA and subject area Regents. Preparation for these is explicitly addressed through classroom content. Teachers use ARIS and other software (ex. Castle Hill, Aris, Jupiter Grades) to track data on student performance. SLS bases instruction on grade-level state standards and differentiate among ELL subgroups according to English proficiency level, academic preparedness and years of service. Teacher-student conferences, graphic organizers, leveled texts, and various formative and summative assessments are used to help differentiate lessons.

RESPONSE TO QUESTION # 4: ELLs who are new to the NYC school system as well as our school are administered the LAB-R. Students who are unable to answer any questions on the revised LAB-R will be required to take the Spanish LAB-R. Additionally, we will assess Spanish-speaking ELLs in their native language by using the diagnostic and instructional software program Achieve 3000.

RESPONSE TO QUESTION #5a: SIFE students will be made to understand that the same standards and expectations apply to them as well as other ELLs and general education students. A college-going culture will be maintained and bolstered for SIFE students. To help them achieve the same benchmarks as their peers, additional scaffolding is given to support their learning. Examples of this include: tailored reading and writing activities on Achieve 3000; providing annotated parallel texts; stressing the use of graphic organizers; and targeting specific skill sets through homework assignments posted on CastleLearning.com, an instructional software program that assesses students' progress in their homework assignments. Additionally, the use of Achieve 3000 software will help us assess SIFE students'

## A. Programming and Scheduling Information

ongoing reading comprehension and development. Achieve 3000 will help us rapidly build upon our students' vocabularies and strengthen independent reading habits, helping them stay on level. SIFE students will therefore be consistently sent the message that they're being prepared for college alongside their general education, native-English speaking peers. The curriculum is aimed at challenging each student to meet and exceed progressively challenging benchmarks. Based on the level of second language proficiency, each child will have a differentiated growth plan and there will be apt time provided for teacher and student reflection and debriefing on the classwork being produced. The learning environment in the ELL classroom will display teacher and student generated charts and graphs. Instructional materials are available as well as libraries. Word walls for all content areas are displayed and each child has reading logs and writing journals. Student work is organized both in folders and on display.

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100% success will encourage students to tackle increasingly challenging reading material. Ongoing Achieve 3000 success will further encourage reluctant readers to search out authentic texts of interest on their own, reinforcing growing independence as readers. Furthermore, as Achieve helps make each student aware of his or her own reading progress, it will also encourage the conscious naming of strategies being used along the way. This engenders metacognitive skills that will help students to become independent learners.			
RESPONSE to #5C: The school will offer additional targeted Regents preptime for ELLs who have been receiving services for four to six years. This will be accomplished through offering peer mentoring, credit recovery courses, and other interventions in content areas, starting with the end in mind. This supports English.			
RESPONSE TO 5D: Some long-term ELLs who are not yet fully proficient in English will continue to receive language support services.			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

of long-term ELLs fully in mind. Also, on the agenda is experiential learning and a focus on embracing multiple intelligences to help continue to motivate all learners. Various authentic forms of assessment are employed to clearly set goals, model expectations, and help students to steadily surpass previous benchmarks of progress and establish new ones.

## 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?

8. ELLs are expected to follow the same Common Core Curriculum as general education students. To aid them with this effort, ELLs are grouped together with a dedicated social studies, math and science teacher. Their content teacher classes, while reaching the same skills and performance indicators as general education classes, are scaffolded for learner language and programmed for extended time. Grouping ELLs together for these content area classes allows teachers to see patterns of misunderstanding and areas for focus. It also allows to native language use and risk-taking in a low-stress environment for ELLs. Beyond this, the school requires staff inquiry teams to meet throughout the year to assess how particular subgroups are faring (SIFE students, ELL-SWDs, long-term ELLs, and ELLs at risk who are scoring in the lowest third). These inquiry teams are comprised of teachers as well as members of the guidance team who ensure that struggling students have access to tutoring options, extra curricular Regents prep classes, and targeted guidance counseling assistance. ELLs with

## **A Programming and Scheduling Information**

## **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?

8. ELLs are expected to follow the same Common Core Curriculum as general education students. To aid them with this effort, ELLs are grouped together with a dedicated social studies, math and science teacher. Their content teacher classes, while reaching the same skills and performance indicators as general education classes, are scaffolded for learner language and programmed for extended time. Grouping ELLs together for these content area classes allows teachers to see patterns of misunderstanding and areas for focus. It also allows to native language use and risk-taking in a low-stress environment for ELLs. Beyond this, the school requires staff inquiry teams to meet throughout the year to assess how particular subgroups are faring (SIFE students, ELL-SWDs, long-term ELLs, and ELLs at risk who are scoring in the lowest third). These inquiry teams are comprised of teachers as well as members of the guidance team who ensure that struggling students have access to tutoring options, extra curricular Regents prep classes, and targeted guidance counseling assistance. ELLs with attendance issues further have the opportunity to participate in ENACT, a community-based organization that works to improve attendance among LTAs and other students at risk. Homework help is available through our Title III afterschool program. Furthermore, the ESL teacher regularly consults with the literacy coach and inquiry teams to further help ensure that these subgroups are being regularly assessed in order to gauge the efficacy of various targeted intervention efforts. Certain intervention services, including SES tutoring assistance, can be offered in English or a student's native language should the native-language option be deemed the most beneficial.

9. For two years, ELLs who have tested out of the program based on their NYSESLAT scores still have full access to the same range of services available to all ELLs. These former ELLs are encouraged to attend Title III afterschool programming and may additionally be found eligible for various after-school tutoring options. General educational teachers will also continue to differentiate the curriculum for these students in terms of strategies and materials. Such accommodations will include: extensions of time granted for testing and classwork; flexible grouping with general education peers; plus, ongoing native language support through the use of various texts and materials.

10. The ESL program is now Achieve 3000 software, an interactive, standards-driven computer program geared to making content more comprehensible through its regularly updated news articles covering topics that stretch across content areas and unify goals and objectives of the school curriculum. Additionally, the ESL teacher will regularly meet with a literacy coach to co-plan with the needs of ELLs in mind. The teacher is also using Jupiter Grades, an interactive software program that makes it possible for the parents of ELLs to monitor the children's progress in English or Spanish. This data management program also allows parents to keep track to their children's homework assignments, projects and attendance.

11. The school will not be discontinuing any programs or services at this time, but staff inquiry teams will regularly meet to review the effectiveness of ongoing or new programs and services.

12. ELLs have access to all the same curricular and extra curricular programs at the school. Curricular options include Advanced Placement classes and membership in the National Honors Society. All students also have access to receiving tutoring for the Regents across content areas both during and after school. Extracurricular programs and activities include: college and career preparation; the school leadership program; the Beacon Program (which has provided students with summer and afterschool jobs); as well as ENACT, an attendance outreach program which uses drama workshops, thematic projects and trips to help at-risk students stay on track to graduate. Additionally, ELLs have access to in all academic intervention programs and services at SLS including SES tutoring, credit recovery and community serving learning.

13. The ESL program is using the standards-based Achieve 3000 software program to help provide ELLs with additional instruction across the content areas. Additionally, the ESL teacher regularly employs the use of the Smart Board as well as Internet and Power-Point based

## 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?

8. ELLs are expected to follow the same Common Core Curriculum as general education students. To aid them with this effort, ELLs are grouped together with a dedicated social studies, math and science teacher. Their content teacher classes, while reaching the same skills and performance indicators as general education classes, are scaffolded for learner language and programmed for extended time. Grouping ELLs together for these content area classes allows teachers to see patterns of misunderstanding and areas for focus. It also allows to native language use and risk-taking in a low-stress environment for ELLs. Beyond this, the school requires staff inquiry teams to meet throughout the year to assess how particular subgroups are faring (SIFE students, ELL-SWDs, long-term ELLs, and ELLs at risk who are scoring in the lowest third). These inquiry teams are comprised of teachers as well as members of the guidance team who ensure that struggling students have access to tutoring options, extra curricular Regents prep classes, and targeted guidance counseling assistance. ELLs with attendance issues further have the opportunity to participate in ENACT, a community-based organization that works to improve attendance among LTAs and other students at risk. Homework help is available through our Title III afterschool program. Furthermore, the ESL teacher regularly consults with the literacy coach and inquiry teams to further help ensure that these subgroups are being regularly assessed in order to gauge the efficacy of various targeted intervention efforts. Certain intervention services, including SES tutoring assistance, can be offered in English or a student's native language should the native-language option be deemed the most beneficial.

9. For two years, ELLs who have tested out of the program based on their NYSESLAT scores still have full access to the same range of services available to all ELLs. These former ELLs are encouraged to attend Title III afterschool programming and may additionally be found eligible for various after-school tutoring options. General educational teachers will also continue to differentiate the curriculum for these students in terms of strategies and materials. Such accommodations will include: extensions of time granted for testing and classwork; flexible grouping with general education peers; plus, ongoing native language support through the use of various texts and materials.

10. The ESL program is now Achieve 3000 software, an interactive, standards-driven computer program geared to making content more comprehensible through its regularly updated news articles covering topics that stretch across content areas and unify goals and objectives of the school curriculum. Additionally, the ESL teacher will regularly meet with a literacy coach to co-plan with the needs of ELLs in mind. The teacher is also using Jupiter Grades, an interactive software program that makes it possible for the parents of ELLs to monitor the children's progress in English or Spanish. This data management program also allows parents to keep track to their children's homework assignments, projects and attendance.

11. The school will not be discontinuing any programs or services at this time, but staff inquiry teams will regularly meet to review the effectiveness of ongoing or new programs and services.

12. ELLs have access to all the same curricular and extra curricular programs at the school. Curricular options include Advanced Placement classes and membership in the National Honors Society. All students also have access to receiving tutoring for the Regents across content areas both during and after school. Extracurricular programs and activities include: college and career preparation; the school leadership program; the Beacon Program (which has provided students with summer and afterschool jobs); as well as ENACT, an attendance outreach program which uses drama workshops, thematic projects and trips to help at-risk students stay on track to graduate. Additionally, ELLs have access to in all academic intervention programs and services at SLS including SES tutoring, credit recovery and community serving learning.

13. The ESL program is using the standards-based Achieve 3000 software program to help provide ELLs with additional instruction across the content areas. Additionally, the ESL teacher regularly employs the use of the Smart Board as well as Internet and Power-Point based lessons. Furthermore, the ESL classroom is outfitted with updated computers so that students can regularly be called upon to use programs

## Courses Taught in Languages Other than English

### 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)?

A.F Paste response to questions 1-5 here

Math:	English only			
-------	--------------	--	--	--

### 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.

RESPONSE TO #1: Professional development sessions will be devoted to ELL services. ESL teachers will meet with content-area teachers, special education teachers and para professionals, during daily team planning time to discuss: the development and implementation of interdisciplinary differentiated instruction, strategies for teaching ELLs, the latest research and new methodologies, as well as assessment. Moreover, new teachers will be provided with 10 additional hours of ESL-related professional development. The implementation and effectiveness of professional development training will be assessed through classroom observations conducted by administrators and the literacy coach. At workshops throughout the year, assistant principals and teachers will also be given opportunities to exchange reflections on training they've received. ELL teachers will also host workshops to turnkey SESIS training for assistant principals as it relates to their specific departments. Throughout the year, the ESL teacher will also host general information workshops related to: the NYSESLAT and other assessment instruments for ELLs, intake procedures for new arrivals (the HLIS, the Parent Survey and Program Selection Form), technology in the ELL classroom, and the rights of ELLs and their parents as well as the challenges they face. Such workshops will be open to all staff already mentioned. Invitations to participate will also be extended to: guidance counselors, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators.

RESPONSE to #2. The ESL teacher regularly meets with the school leadership team and guidance department regularly meet to ensure that ELLs are provided with full and continued access to a college-bound curriculum. This involves outreach to all who work with ELLs to discuss their understanding of role in helping ELLs make the adjustment of high school. Part of this process will include an anonymous survey for teachers, paraprofessionals, the parent coordinator and other staffers so that they can share their reflections, ask questions and share any concerns they might have. Moreover the ESL teacher conducts a special workshop for the guidance team so everyone remains on message in terms of communicating what need ELLs need to do to stay on track.

RESPONSE TO #3: All staff will attend professional development training workshops that specifically address differentiation and intervention strategies aimed at reaching ELLs in content area classes. The ESL teacher will take minutes of each meeting and post them on a communal message board in ARIS so the attendees can revisit key training points whenever they wish.

### 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?

RESPONSE #1: The guidance office regularly reaches out to the parents of ELLs in their native language through various workshops and seminars. The ESL teacher also hosts meetings throughout the year, encouraging parents to become more involved in their children's educational process. Past workshops have focused on: how parents can track their children's attendance records and academic progress through Jupitergrades.com in Spanish; what is the NYSESLAT and how students need to prepare for it; graduation requirements and challenges for ELLs; as well as the importance of parental involvement through the Parents Association.

RESPONSE TO QUESTION #2. ENACTING... with... in... to... of... and... in...

## 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?

RESPONSE #1: The guidance office regularly reaches out to the parents of ELLs in their native language through various workshops and seminars. The ESL teacher also hosts meetings throughout the year, encouraging parents to become more involved in their children's educational process. Past workshops have focused on: how parents can track their children's attendance records and academic progress through Jupitergrades.com in Spanish; what is the NYSESLAT and how students need to prepare for it; graduation requirements and challenges for ELLs; as well as the importance of parental involvement through the Parents Association.

RESPONSE TO QUESTION # 2: ENACT is an on-site organization aimed at empowering students at risk of dropping out by giving them tools to articulate and address the challenges of showing up for school and doing one's best, regardless of the challenges of their particular circumstances.

RESPONSE TO QUESTION #3: Sarah McCoy, AP of guidance, is proactive in reaching out to the parents of ELLs throughout the year with the help of bilingual support staff in part through regular phone and mail surveys that canvass the community. Additionally, one of the leaders of the school's Parent Association is a Latino who focuses on outreach to members of the Hispanic community.

RESPONSE TO QUESTION #4: The Guidance Office and the ESL teacher regularly partner to host workshops that specifically address the needs of parents of ELLs. Specifically, past workshops have included a focus on: the NYSESLAT; community resources for ELLs; as well as seminars that address the need for ELLs to stay on track in order to graduate on time.

### 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

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language
100%		
75%		
50%		
25%		

## 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?

8. ELLs are expected to follow the same Common Core Curriculum as general education students. To aid them with this effort, ELLs are grouped together with a dedicated social studies, math and science teacher. Their content teacher classes, while reaching the same skills and performance indicators as general education classes, are scaffolded for learner language and programmed for extended time. Grouping ELLs together for these content area classes allows teachers to see patterns of misunderstanding and areas for focus. It also allows to native language use and risk-taking in a low-stress environment for ELLs. Beyond this, the school requires staff inquiry teams to meet throughout the year to assess how particular subgroups are faring (SIFE students, ELL-SWDs, long-term ELLs, and ELLs at risk who are scoring in the lowest third). These inquiry teams are comprised of teachers as well as members of the guidance team who ensure that struggling students have access to tutoring options, extra curricular Regents prep classes, and targeted guidance counseling assistance. ELLs with attendance issues further have the opportunity to participate in ENACT, a community-based organization that works to improve attendance among LTAs and other students at risk. Homework help is available through our Title III afterschool program. Furthermore, the ESL teacher regularly consults with the literacy coach and inquiry teams to further help ensure that these subgroups are being regularly assessed in order to gauge the efficacy of various targeted intervention efforts. Certain intervention services, including SES tutoring assistance, can be offered in English or a student's native language should the native-language option be deemed the most beneficial.

9. For two years, ELLs who have tested out of the program based on their NYSESLAT scores still have full access to the same range of services available to all ELLs. These former ELLs are encouraged to attend Title III afterschool programming and may additionally be found eligible for various after-school tutoring options. General educational teachers will also continue to differentiate the curriculum for these students in terms of strategies and materials. Such accommodations will include: extensions of time granted for testing and classwork; flexible grouping with general education peers; plus, ongoing native language support through the use of various texts and materials.

10. The ESL program is now Achieve 3000 software, an interactive, standards-driven computer program geared to making content more comprehensible through its regularly updated news articles covering topics that stretch across content areas and unify goals and objectives of the school curriculum. Additionally, the ESL teacher will regularly meet with a literacy coach to co-plan with the needs of ELLs in mind. The teacher is also using Jupiter Grades, an interactive software program that makes it possible for the parents of ELLs to monitor the children's progress in English or Spanish. This data management program also allows parents to keep track to their children's homework assignments, projects and attendance.

11. The school will not be discontinuing any programs or services at this time, but staff inquiry teams will regularly meet to review the effectiveness of ongoing or new programs and services.

12. ELLs have access to all the same curricular and extra curricular programs at the school. Curricular options include Advanced Placement classes and membership in the National Honors Society. All students also have access to receiving tutoring for the Regents across content areas both during and after school. Extracurricular programs and activities include: college and career preparation; the school leadership program; the Beacon Program (which has provided students with summer and afterschool jobs); as well as ENACT, an attendance outreach program which uses drama workshops, thematic projects and trips to help at-risk students stay on track to graduate. Additionally, ELLs have access to in all academic intervention programs and services at SLS including SES tutoring, credit recovery and community serving learning.

## 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?

8. ELLs are expected to follow the same Common Core Curriculum as general education students. To aid them with this effort, ELLs are grouped together with a dedicated social studies, math and science teacher. Their content teacher classes, while reaching the same skills and performance indicators as general education classes, are scaffolded for learner language and programmed for extended time. Grouping ELLs together for these content area classes allows teachers to see patterns of misunderstanding and areas for focus. It also allows to native language use and risk-taking in a low-stress environment for ELLs. Beyond this, the school requires staff inquiry teams to meet throughout the year to assess how particular subgroups are faring (SIFE students, ELL-SWDs, long-term ELLs, and ELLs at risk who are scoring in the lowest third). These inquiry teams are comprised of teachers as well as members of the guidance team who ensure that struggling students have access to tutoring options, extra curricular Regents prep classes, and targeted guidance counseling assistance. ELLs with attendance issues further have the opportunity to participate in ENACT, a community-based organization that works to improve attendance among LTAs and other students at risk. Homework help is available through our Title III afterschool program. Furthermore, the ESL teacher regularly consults with the literacy coach and inquiry teams to further help ensure that these subgroups are being regularly assessed in order to gauge the efficacy of various targeted intervention efforts. Certain intervention services, including SES tutoring assistance, can be offered in English or a student's native language should the native-language option be deemed the most beneficial.

9. For two years, ELLs who have tested out of the program based on their NYSESLAT scores still have full access to the same range of services available to all ELLs. These former ELLs are encouraged to attend Title III afterschool programming and may additionally be found eligible for various after-school tutoring options. General educational teachers will also continue to differentiate the curriculum for these students in terms of strategies and materials. Such accommodations will include: extensions of time granted for testing and classwork; flexible grouping with general education peers; plus, ongoing native language support through the use of various texts and materials.

10. The ESL program is now Achieve 3000 software, an interactive, standards-driven computer program geared to making content more comprehensible through its regularly updated news articles covering topics that stretch across content areas and unify goals and objectives of the school curriculum. Additionally, the ESL teacher will regularly meet with a literacy coach to co-plan with the needs of ELLs in mind. The teacher is also using Jupiter Grades, an interactive software program that makes it possible for the parents of ELLs to monitor the children's progress in English or Spanish. This data management program also allows parents to keep track to their children's homework assignments, projects and attendance.

11. The school will not be discontinuing any programs or services at this time, but staff inquiry teams will regularly meet to review the effectiveness of ongoing or new programs and services.

12. ELLs have access to all the same curricular and extra curricular programs at the school. Curricular options include Advanced Placement classes and membership in the National Honors Society. All students also have access to receiving tutoring for the Regents across content areas both during and after school. Extracurricular programs and activities include: college and career preparation; the school leadership program; the Beacon Program (which has provided students with summer and afterschool jobs); as well as ENACT, an attendance outreach program which uses drama workshops, thematic projects and trips to help at-risk students stay on track to graduate. Additionally, ELLs have access to in all academic intervention programs and services at SLS including SES tutoring, credit recovery and community serving learning.

13. The ESL program is using the standards-based Achieve 3000 software program to help provide ELLs with additional instruction across the content areas. Additionally, the ESL teacher regularly employs the use of the Smart Board as well as Internet and Power-Point based

## 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?

8. ELLs are expected to follow the same Common Core Curriculum as general education students. To aid them with this effort, ELLs are grouped together with a dedicated social studies, math and science teacher. Their content teacher classes, while reaching the same skills and performance indicators as general education classes, are scaffolded for learner language and programmed for extended time. Grouping ELLs together for these content area classes allows teachers to see patterns of misunderstanding and areas for focus. It also allows to native language use and risk-taking in a low-stress environment for ELLs. Beyond this, the school requires staff inquiry teams to meet throughout the year to assess how particular subgroups are faring (SIFE students, ELL-SWDs, long-term ELLs, and ELLs at risk who are scoring in the lowest third). These inquiry teams are comprised of teachers as well as members of the guidance team who ensure that struggling students have access to tutoring options, extra curricular Regents prep classes, and targeted guidance counseling assistance. ELLs with attendance issues further have the opportunity to participate in ENACT, a community-based organization that works to improve attendance among LTAs and other students at risk. Homework help is available through our Title III afterschool program. Furthermore, the ESL teacher regularly consults with the literacy coach and inquiry teams to further help ensure that these subgroups are being regularly assessed in order to gauge the efficacy of various targeted intervention efforts. Certain intervention services, including SES tutoring assistance, can be offered in English or a student's native language should the native-language option be deemed the most beneficial.

9. For two years, ELLs who have tested out of the program based on their NYSESLAT scores still have full access to the same range of services available to all ELLs. These former ELLs are encouraged to attend Title III afterschool programming and may additionally be found eligible for various after-school tutoring options. General educational teachers will also continue to differentiate the curriculum for these students in terms of strategies and materials. Such accommodations will include: extensions of time granted for testing and classwork; flexible grouping with general education peers; plus, ongoing native language support through the use of various texts and materials.

10. The ESL program is now Achieve 3000 software, an interactive, standards-driven computer program geared to making content more comprehensible through its regularly updated news articles covering topics that stretch across content areas and unify goals and objectives of the school curriculum. Additionally, the ESL teacher will regularly meet with a literacy coach to co-plan with the needs of ELLs in mind. The teacher is also using Jupiter Grades, an interactive software program that makes it possible for the parents of ELLs to monitor the children's progress in English or Spanish. This data management program also allows parents to keep track to their children's homework assignments, projects and attendance.

11. The school will not be discontinuing any programs or services at this time, but staff inquiry teams will regularly meet to review the effectiveness of ongoing or new programs and services.

12. ELLs have access to all the same curricular and extra curricular programs at the school. Curricular options include Advanced Placement classes and membership in the National Honors Society. All students also have access to receiving tutoring for the Regents across content areas both during and after school. Extracurricular programs and activities include: college and career preparation; the school leadership program; the Beacon Program (which has provided students with summer and afterschool jobs); as well as ENACT, an attendance outreach program which uses drama workshops, thematic projects and trips to help at-risk students stay on track to graduate. Additionally, ELLs have access to in all academic intervention programs and services at SLS including SES tutoring, credit recovery and community serving learning.

13. The ESL program is using the standards-based Achieve 3000 software program to help provide ELLs with additional instruction across the content areas. Additionally, the ESL teacher regularly employs the use of the Smart Board as well as Internet and Power-Point based lessons. Furthermore, the ESL classroom is outfitted with updated computers so that students can regularly be called upon to use programs



## 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?

RESPONSE #1: The guidance office regularly reaches out to the parents of ELLs in their native language through various workshops and seminars. The ESL teacher also hosts meetings throughout the year, encouraging parents to become more involved in their children's educational process. Past workshops have focused on: how parents can track their children's attendance records and academic progress through Jupitergrades.com in Spanish; what is the NYSESLAT and how students need to prepare for it; graduation requirements and challenges for ELLs; as well as the importance of parental involvement through the Parents Association.

RESPONSE TO QUESTION # 2: ENACT is an on-site organization aimed at empowering students at risk of dropping out by giving them tools to articulate and address the challenges of showing up for school and doing one's best, regardless of the challenges of their particular circumstances.

RESPONSE TO QUESTION #3: Sarah McCoy, AP of guidance, is proactive in reaching out to the parents of ELLs throughout the year with the help of bilingual support staff in part through regular phone and mail surveys that canvass the community. Additionally, one of the leaders of the school's Parent Association is a Latino who focuses on outreach to members of the Hispanic community.

RESPONSE TO QUESTION #4: The Guidance Office and the ESL teacher regularly partner to host workshops that specifically address the needs of parents of ELLs. Specifically, past workshops have included a focus on: the NYSESLAT; community resources for ELLs; as well as seminars that address the need for ELLs to stay on track in order to graduate on time.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)					0					7	5	2		14
Intermediate(I)										4	9	7	6	26
Advanced (A)										4	1	1		6
Total	0	0	0	0	0	0	0	0	0	15	15	10	6	46

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	15	7	2	1
Geometry	2	0	0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	3		0	
Living Environment	14	9	1	1
Physics				
Global History and Geography	7		0	
US History and Government	0	1		0
Foreign Language	3			2
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)	0	0	0	0				
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.

ANSWER #1: Through ARIS, we have access to the ELA and Acuity results of any ELLs who attended middle school in New York City. Additionally, through the use of Achieve 3000, the ESL teacher will be testing the reading comprehension levels of all students in the school.

## 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

<b>School Name: The School for Legal Studies</b>		<b>School DBN: <u>14K477</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Monica Ortiz	Principal		1/11/11
Carla Heckstall	Assistant Principal		1/11/11
	Parent Coordinator		1/11/11
Kathryn Bobby	ESL Teacher		1/11/11
	Parent		1/11/11
Ronald Fernando	Teacher/Subject Area		1/11/11
Cecile Nicolas	Teacher/Subject Area		1/11/11
	Coach		1/11/11
	Coach		1/11/11
Sarah McCoy	Guidance Counselor		1/11/11
Lourdes Carmona	Network Leader		1/11/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **14K477** School Name: **The School for Legal Studies**

Cluster: **5** Network: **551**

**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.

Home language surveys were reviewed by the ESL teacher and admitting counselors. Parents were offered the opportunity to receive correspondence/information of their choice (English or 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.

Most parents requested that written communication be in English. Some parent requested that written communication be in Spanish.

## 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.

Surveys indicated a need for translation services and we have individuals on staff that are able to perform translations. When necessary we will request services from the DOE's Translation and Interpretation Unit. Our school provides written translation services in accordance with Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. We use the official translation of documents from the DOE OELL website. These translations are sent home along with the English version of the same documents.

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.

The Principal, bilingual counselor, staff and teachers are available to provide oral interpretation services to the parents of our ELL students. Staff members will attend parent conferences, workshops, and meetings to ensure that parents are provided the necessary oral interpretation services. The A.P. Youth Development will also seek translation and interpretation services from NYCDOE translation division.

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>.

The School for Legal Studies fulfills Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by ensuring that every parent who does not speak English as a primary language receives a copy of the Bill of Parents' Rights and Responsibilities in the language of their choice. As mandated the availability of interpretation services as indicated through signs are located near the main entrance of the school in an area that is visible to anyone that is entering and leaving the building. Our school safety plan includes specific procedures to give parent needed language access services which allow them to reach the administrative office without obstacles due to any language barriers. Based upon the HLIS responses, a master list of parent/home languages will be reserved in the Main Office.

The language breakdown of the school is 327 Spanish speaking students and 448 English speaking students for a total of 775 students.



## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The School For Legal Studies	DBN: 14K477
Cluster Leader:	Network Leader: Margie Struck
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> *9 <input type="checkbox"/> *10 <input type="checkbox"/> *11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 2

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The program is designed to provide assistance to ESL students by giving them extra time to work on the coursework provided by their subject teachers. The ESL teacher, with the assistance of two content area teachers, will meet the students every Monday, Wednesday and Thursday, between 2:50 PM and 3:50 PM.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: The most important goal of the ESL program is to achieve a high level of academic achievement. The School For Legal Studies continues to engage staff members in instructional activities that strengthens teaching and learning strategies and techniques. The Professional Development activities include:

1. Learning and exercising or implementing new methodologies that will encourage students to engage in instruction.
2. Teachers are encouraged to participate in the training of new teachers so as to be able to share best teaching practices.
3. Teachers are provided the opportunities to have free common periods to discuss interdisciplinary and differentiated instructional approaches/strategies.
4. Monthly workshops are also offered to teachers to assist them in developing effective lesson plans and master classroom.
5. The principal and assistant principal will meet following classroom observations to discuss suggestions that will enhance professional growth.
6. Teachers attend monthly department conferences to discuss instructional issues and concerns.
7. ESL teachers will meet once every week for 1 hour after school to exercise the following:
  - a. Study group to learn new methodology relating to cooperative learning activities

### Part C: Professional Development

- b. Incorporate reading, writing, speaking and listening activities into every lesson
- c. Create model lesson plans, rubrics, content based and interdisciplinary lessons.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The main focus of the school is to increase parental outreach and provide parents with important information regarding the academic status of his/her child. The following procedures are in place to ensure that parents are provided with pertinent information in the language they comprehend:

- a) Letters are mailed to the parents in English as well as in Spanish.
- b) Telephone calls are performed by staff members who speak dual language, English and Spanish.
- c) Parents are also provided with monthly newsletter in English and in their home language.
- d) The Assistant Principal of Humanities participates in our monthly Parents Association meeting so as to share important information in English and in Spanish.
- e) Workshops on topics that include after-school programs, Saturday school, graduation requirements, trips, and college applications are conducted in both English and Spanish.
- f) Students are provided with information to be handed to their parents, guardians, and caretakers in English and Spanish.
- g) A.P. Youth Development utilizes The Department of Education to provide translation via telephone.

The Principal, bilingual counselor, staff and teachers are available to provide oral interpretation services to the parents of our ELL students. Staff members will attend parent conferences, workshops and monthly meetings to ensure that parents are provided the necessary oral interpretation services. The A.P. Youth Development will also seek translation and interpretation services from the DOE.

Parental Notification Requirements will be fulfilled to meet the language needs of the parents. The school will be responsible for the translation of pertinent documents, and for providing oral interpretation services to parents during monthly conferences, school visits and phone conversations.

**Part D: Parental Engagement Activities**

--

**Part E: Budget**

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

Allocation Amount: \$11200

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) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$6,000.00	Per session for teachers in the after-school program
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	\$2,000	Professional Development of ESL teacher
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$1,700	Supplemental books, NYSESLAT books, ESL books
Educational Software (Object Code 199)	\$1,500	Language software for ESL students/Read 180
Travel		
Other		
<b>TOTAL</b>	<b>\$11,200</b>	<b>\$11,200</b>