



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ___THE BRONX SCHOOL OF LAW AND FINANCE_____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____10X284_____

PRINCIPAL: ___EVAN SCHWARTZ_____ **EMAIL:** ___ESCHWAR2@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: DONALD CONYERS

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
Evan Schwartz	*Principal or Designee	
Teriscovkya Smith	*UFT Chapter Leader or Designee	
Jacie Depaulis	*PA/PTA President or Designated Co-President	
Zorraida Torres Rodriguez	DC 37 Representative, if applicable	
Chris Ann Guy	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Isolina Diaz	Member/	
Twana Evans	Member/	
Deraina Lewis	Member/	
Elba Mareira	Member/	
	Member/	
	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June, 2012 100% of students will have engaged in at minimum one Performance Task in literacy that results in an argumentative essay and at minimum one Performance Task in math that results in a modeling activity.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Our goal is in keeping with the newly instated National Standard of the Common Core, and with New York City's focus on the Common Core standards one and ten in reading, and one in writing.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

We will share the Common Core Standards with our staff during professional development sessions at the start of the year, highlighting the DOE's expectations of Reading point one and ten and Writing point one. Additionally, math and literacy liaisons will attend their own professional development sessions where information will be provided to them by New Visions, for them to turnkey to the rest of the staff.

By the end of September, staff will administer baseline assessments in literacy and math, establish curricula around what students need improvement in. Additionally, teachers in professional development sessions will work with each other as they examine student work in relation to the Common Core, particularly the work of students falling into the lowest third of reading according to the eighth grade exams.

Strategies to increase parental involvement 0

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP

Student expectations are communicated to our parents through our Advisory program, where Advisors are liaisons of information between the school and the home. Additionally, parents meet with our teachers during such activities as Curriculum Night and Open School.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Our teaching staff is already Highly Qualified, but we will continue to support their knowledge in this arena of the Common Core through Professional Development.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding: Title One (SWP), Inquiry team, Fair student funding, Faculty, Assistant Principals, Principal, Advisors, Parent Coordinator, Guidance Counselor, and New Visions staff (training)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 100% of teachers will have had at minimum six mini observations and two formal observations following the Danielson Model of Teacher Effectiveness.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

This too is in response to new initiatives set up by the City, in alignment with national standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The staff was provided with Professional Development and the Danielson book at the start of the school year. Professional Development sessions throughout the year address this book.

Administration will conduct three mini-observations and one formal observation per semester for tenured teachers, with two additional formal observations per semester for non-tenured teachers.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Domain IV of the Danielson Framework focuses on teacher outreach to parents. We have communicated our expectations to our teachers re home contact (especially Advisors), and additionally have mandated outreach efforts to be posted on Skedula, so that we can monitor home contact.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Our teaching staff is already Highly Qualified, but we will continue to support their knowledge of the Danielson Framework through distribution and use of the Danielson book, and through Professional Development, observations, pre and post observational meetings, observation reports, etc.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title One (SWP), Inquiry team, Fair student funding, all Faculty members, including Principal, Assistant Principal, teachers, and New Visions staff (training)

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By the end of the 2012 year a minimum of 63 % of students in Cohort 2013 will be on track to earn 10+ credits or more including accumulating 6 out of 8 core content area credits.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We used the following data sources to arrive at this goal: HSST Scholarship reports, transcripts, report cards, Datacation Course Progress Report, Datacation Student Tracking Report, and Datacation Analysis of Grades Report. Additionally, we are aligning this goal to the State and City requirements for student progress in high school.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The following is our strategy for attacking the issue of credit accumulation, and moving it forward to achieve our goal: analyzing Data every marking period using Datacation, monitoring the schoolwide grading policy to ensure it is uniformly used across grades and in all subject classes, providing after school academic intervention (tutoring/credit recovery) for the at risk student, providing feedback to students in Advisory classes and to their parents, having our guidance counselor schedule meetings with students who fail classes, and using school parental outreach for information and to develop action plans for the at risk students.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents are regularly contacted by the advisor with regard to their current performance in school, and so that the parent is knowledgeable of the interventions available to prevent course failure. Additionally, parents will be contacted by the guidance counselor and parent coordinator if their child is at risk of failing. Skedula and parent access to it complete the parental involvement component.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We have already held Professional Development sessions on the grading policy, on contacting the home, on reading transcripts, Skedula etc. We will continue to provide support in these areas.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title One(SWP), inquiry teams, Fair student funding, teachers, advisors, guidance counselor, principal, assistant principal, parent coordinator

ANNUAL GOAL #4 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 #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

The graduation rate will be at least 70 percent by June 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We have used the following data sources as part of our need assessment in relation to this goal: HSST Scholarship reports, RCOS exams reports, Datacation tracking reports, Progress to Graduation Report, ARIS, and transcript evaluation forms.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The following are the strategies we will put into place to address this goal: teachers will collaborate by grade twice a week (as per circular 6R) to discuss student progress, we will use our family worker and Parent Coordinator to reach out to parents for attendance issues, use of inquiry target teams, promotion of college by taking trips and inviting schools to speak with students, weekly Datacation reviews with advisor and advisee, followed by contact with parent, and finally, guidance meetings for students in danger of not graduating on time.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents are regularly contacted by the advisor with regard to their current performance in school, and so that the parent is knowledgeable of the interventions available to prevent course failure. Additionally, parents will be contacted by the guidance counselor and parent coordinator if their child is at risk of failing. Skedula and parent access to it complete the parental involvement component.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We have already held Professional Development sessions on the grading policy, on contacting the home, on reading transcripts, Skedula etc. We will continue to provide support in these areas.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title One(SWP), inquiry teams, Fair student funding, teachers, advisors, guidance counselor, principal, assistant principal, parent coordinator

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.

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

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

At-risk Services provided by the Social Worker	Our Social Worker sees students in one-on-one situations, or in group counseling.
At-risk Health-related Services	At this time we are not using health-related services, but we have a trained Social Worker on staff if the need arises. Recently a campus mental health clinic has been housed in the campus library for all students on the campus. This is open for all 400 of our students.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- 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;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: ____10x284__ **School Name:** ____The Bronx School of Law and Finance_____

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.

Graduation Rate

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.

We have already begun a credit accumulation inquiry team for our eleventh and twelfth graders, the purpose of which is to identify a cohort of students who are behind in credits, but have maintained satisfactory attendance during the school year. Beginning in February of 2012, these students will be placed in a special program in which they will travel and take their required courses together. The classes will be designed to be smaller and more nurturing and alternative assessments and methods of instruction will be utilized.

Students will follow a different bell schedule, which we feel will better suit their academic needs. A staff member will be identified as the point person for this cohort, and will start the day with these students (i.e. breakfast in the cafeteria), and deal with immediate issues of attendance, lateness, or academic concerns. He/she would also be in charge of an afterschool mandatory study hall, where students in this program will work on their homework.

We will have an orientation for students in this program and their parents in January, where we would introduce a Memorandum of Agreement, highlighting the importance of ongoing communication between the school and the home. We would have regular meetings with parents, conference days, etc.

This program will have a mandatory summer component, in which students will take classes that they need while remaining as one group. Additionally, over the summer we will plan trips and events as a reward system and as incentives for these students.

The needs of students with IEPs and ESL students will be addressed on an individual basis.

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.

In addition to our Professional Development workshops offered throughout the year, we will focus on portfolio assessment and alternative assessment in general for this cohort. Our findings indicate that most of this cohort is behind in credits because of their lack of the work required outside the classroom. Therefore, we will offer Professional Development on how to best serve the needs of these students who may need extra encouragement and support with regard to independent work. Finally, there would be Professional Development on the use of such technology as laptops, smartboards, and eportfolios, and intervisitations scheduled for transfer schools.

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

The teacher mentoring program will focus on alternative grading and assessments, portfolio assessment, and classroom management. The Bronx School of Law and Finance has a veteran and highly qualified staff, who will be able to provide ongoing Professional Development and support for the students and teachers involved in this program.

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 be using the recommended format to create a letter informing parents of our SINI status. The back of the letter will be translated into Spanish. Additionally, an analysis of home languages will be done, and translations in any other necessary languages will be provided on an individual basis. The Parents Association will host a meeting that will focus on the SINI status, in which parents will have the opportunity to ask questions and to voice any concerns.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado/Barbara Gambino	District 10	Borough Bronx	School Number 284
School Name Bronx High School of Law and Finance			

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

Principal Evan Schwartz	Assistant Principal Jessica Goring
Coach Rosa Arroyo - Asst. Principal	Coach type here
ESL Teacher Ana Sanchez - ESL/Spanish	Guidance Counselor Aura Burgos
Teacher/Subject Area Lisa Coxson - English	Parent Zoraida Rodriguez
Teacher/Subject Area T. Smith - English	Parent Coordinator Zoraida Rodriguez
Related Service Provider type here	Other Gail Goldman - ESL Coordinator
Network Leader Barbara Gambino	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	430	Total Number of ELLs	30	ELLs as share of total student population (%)	6.98%
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Part II: ELL Identification Process

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

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

1.If a student is completely new to the NYC school system, the ESL teacher or the ESL Coordinator administers the HLIS, conducting an informal oral interview in English and, if need be, in Spanish or the student's native language, if possible. Based upon the results of the HLIS, the ESL Teacher will administer the LAB-R exam within 10 school days from the student's date of admission.

The other students, who have already been in the system, are researched as to their NYSESLAT scores and, if necessary, their LAB English and Spanish scores. If eligible for services, they are placed, as per level, into ESL classes.

All ELL students are annually evaluated each spring using the NYSESLAT exam. We carefully monitor students through the ATSLER and RLAT reports to make sure that all eligible students are tested. Students are given ample opportunities during the testing period to complete the NYSESLAT components/modalities. There are chances for make up exams throughout the testing period. We have two licensed ESL pedagogues administering the components, Mrs. Gail Goldman and Ms.

Ana Sanchez. Not only do they send notification letters to the parents and the students prior to the testin period, but Ms. Sanchez and Ms Torres, our Parent Coordinator, call the homes if students are late or absent for a component test.

Mrs. Gail Goldman is a licensed DHS Spanish teacher and also holds licenses in DES and DHS ESL. She has served as ESL Coordinator and Bilingual Literacy Coach at JFK HS in its day and evening programs. She has been our ESL Coordinator since 2003. She is also an Oral Proficiency rater in English for the American Council on the Teaching of Foreign Languages. Ms. Ana Sanchez will complete her second year as an ESL and Spanish teacher at the Bronx HS of Law and Finance.

2. When parents arrive with their students for the initial intake, they are greeted by either our Parent Coordinator, Ms Zoraida Torres, our ESL coordinator, Mrs. Gail Goldman or our ESL teacher, Ms. Ana Sanchez. At this point we are able to explain the programs in English and Spanish an offer online videos with explanations in mosts languages. If the parents cannot stay or are not available, our Parent Coordinator will reach out to set up appointments for orientation and explanations of the program choices within 10 school days. Our parents have chosen the freestanding ESL programs but if a parent were to request a TBE/DL program, we will netork with the student enrollment office to secure a suitable placemnt for the student. Parents fully understand that the Bronx HS of Lawe and Finance offers a free-standing ESL program.

3. Ms. Sanchez or Mrs. Goldman give the parents the Parent Survey forms, the Program Selection forms and the Entitlement letters upon admission. We encourage the parents to complete and sign these forms at the time of admission. We have a dedicated filing system in the principal's office with folders set up for each ELL student and the comopleted forms are collected and maintained in each student's file. Our Parent Coordinator will retrieve any outstanding forms by contacting the parents.

4. Once the students have been identified as ELL students, we make sure that parents know the three types of programs that are offered.

We also have online videos to explain the programs. Students are placed into the ESL program according to the guidelines of NYS CR Part 154. With the student's most recent NYSESLAT or LAB-R results, we can assess the number of minutes per week they will need in ESL. We also have tutorials (before and after school) to help them with content areas.

Each fall parents are notified as to their student's ELL placement or proficiency based on their most recent NYSESLAT exam scores. We send out continuation letters in English and Spanish and whatever other languages are necessary. Our Parent Coordinator, Ms. Torres, makes sure that the letters are read and we maintain signed copies in the student's individual ELL file in conjunction with the Entitlement letters. Further communication and consultation continues with the parents through phone conferences, PTA meetings and parent/teacher conferences to address any needs or concerns. All pertinent staff from the principal to the teachers, guidance counselors and ELL staff may be involved in this process.

5. The trend in parent choice has remained a constant at the Bronx HS of Law and Finance. We maintain the Parent Survey forms and Program Selection forms in the student's permanent and ELL files. Since the overwhelming selection is for our free-standing ESL program, we plan our future programs to accommodate all ESL classes that will service our students in compliance with CR Part 154.

6. Our program model, the Freestanding ESL program, is aligned with parental requests. We are fortunate to also have staff members in teaching, guidance and administration who are bilingual and can assist students and parents when necessary.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input 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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	3	3	2	3	11
Push-In	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Total	0	0	0	0	0	0	0	0	0	3	3	3	3	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	14

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	7	0	0	9	0	3	14	0	0	30
Total	7	0	0	9	0	3	14	0	0	30

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

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

**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																		
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										15	7	3	5	30
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian										0	0	0	0	0
Other										0	0	0	0	0
TOTAL	0	15	7	3	5	30								

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?

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

1b. the program model is ungraded and heterogeneous. Our classes are designed so that students receive the mandated hours required based on their levels. We also utilize a block A/B schedule for other classes and push-in classes.

2a. Our ESL teacher, Ms. Sanchez, is scheduled for 3 ESL classes daily, fulfilling the minutes required for compliance.

2b. Advanced ELL students receive 210 minutes per week of ESL and 210 ELA minutes.

Intermediate students receive 420 minutes per week of ESL.

Beginners receive 545 minutes per week.

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

4. Our school has a Spanish speaking AP and Guidance Counselor. With non-Spanish speakers, we use DOE Services. We can evaluate

A. Programming and Scheduling Information

students who need support by administering NYS Regents exams in their native languages.

5.A. For SIFE students, assessments are completed in their native language and in English to determine reading and math abilities. Using this information, an Individual Education Plan is created for the student.

5B For our students in the country for less than two years, we encourage students to utilize differentiated instruction and assignments. We offer Spanish books and dictionaries to these students. Newcomers who have been identified as Beginners are provided with 540 minutes a week and classes are differentiated based on skill level. They also receive a language lab in order to improve listening and writing skills. Within the classroom students take part in collaborative learning stations, participating in groups of various skill levels. There are also differentiated assignments, based on abilities and skill levels, and needs (i.e. some students may be asked to write a two paragraph essay, whereas others may be asked to write a five paragraph essay, or may choose to present their work in either written, oral, or artistic form). There are many visuals used at the Beginner level, and realia are also utilized more at the Beginner stage.

5C For students receiving services for more than four years we utilize a similar strategy but at an advanced level. Students with IEPs receive resource room and any other modifications noted on their IEPs. These modifications are also provided for the NYSESLAT examinations. Additionally, we also use an accelerated language lab, as well as visuals, realia, graphic organizers, and a choice in assignment presentation.

5D For students receiving services for more than six years we offer one on one instruction, in addition to our modifications utilized with our two and four year students. There is an emphasis on reading, writing, and vocabulary strategies.

6.

In order to ensure that L-SWDs receive all services mandated, our teachers are provided with copies of the students' IEPs, which contain short and long-term goals. We address all areas of the IEP, including counseling and speech services, and also provide proper scheduling with classes that meet these students' needs. Based on the IEPs, teachers plan their lessons to accommodate our students' learning styles, needs, and goals.

Further, our teachers meet regularly to discuss implementing strategies for the Common Core across all curricula and all-skill levels, and focus on skill-building in reading and writing for all students. Through professional development sessions on ELL and Special Education as well as through common meeting time, teachers have discussed and implemented such strategies as scaffolding, vocabulary work, outlining, using charts and graphs and manipulatives, etc. Additionally, teachers have used different approaches to classic literature, such as a comic-strip version of Romeo and Juliet for lower-level readers, and books-on-tape (with students following along in the texts) for auditory learners.

At this point our school does not offer a bilingual Special Education program. However, our guidance counselor and assistant principal are both bilingual, to help support communication with students' families.

7. Our faculty has common planning time and morning meetings built into their schedules, and every teacher has tutoring as per the contract. Scheduling flexibility for students requiring time and a half has been built into exam schedules, and additional teacher coverages have been assigned as needed, as have staggered teacher hours during exam weeks. In addition, students with IEPs and students who are demarkated as ELL students spend classtime everyday in Advisory class and in Physical Education class, in addition to CTT classes and tutoring, with general education students .

Courses Taught in Languages Other than English ⓘ

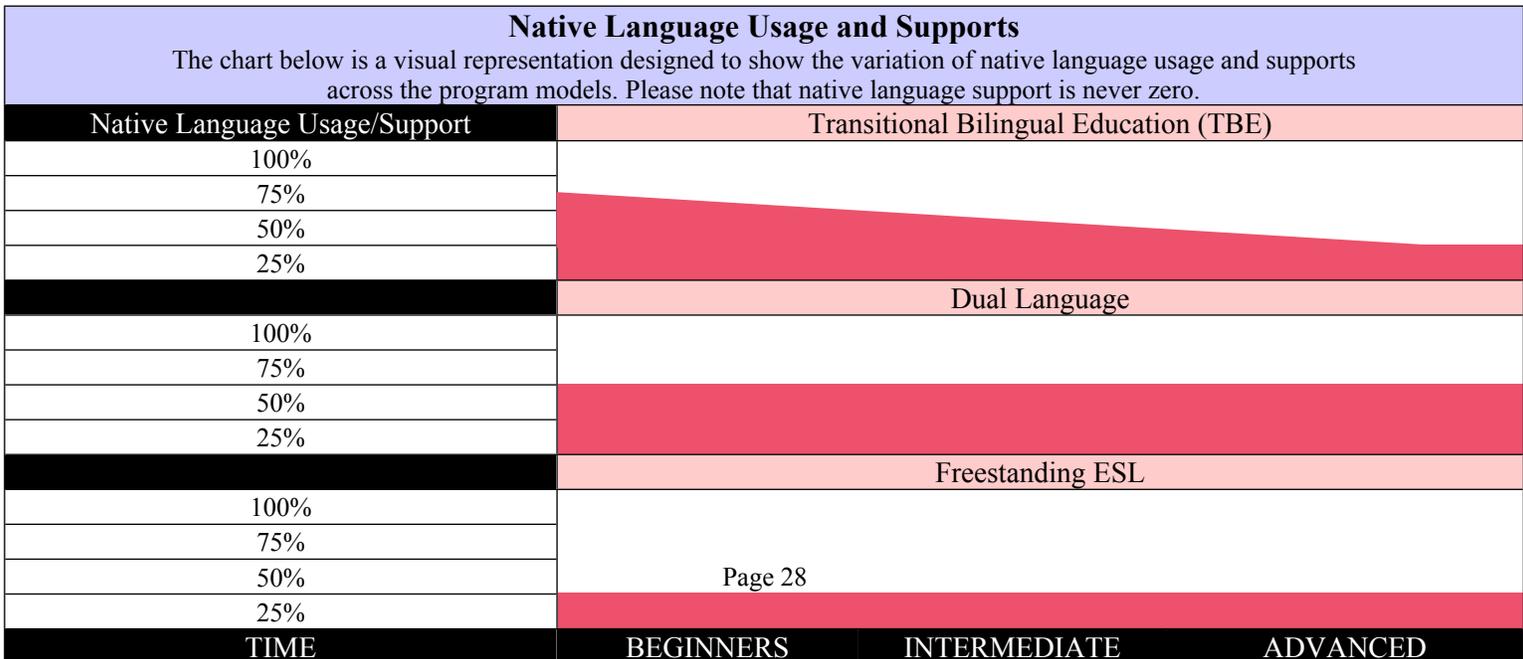
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

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



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. Our targeted intervention program for ELLs in the area of ELA and Social Studies involves as many of the following as our ELL students need: books provided in Spanish that match what students are currently reading in their ELA and Social Studies classes, dictionaries, graphic novels, books on tape, use of graphic organizers, tutoring, and targeted one-on-one assistance with writing. In the area of Math, our ELL students receive additional tutoring as needed, and differentiated assignment on an as-needed basis. On Math word problems, student translations are made available. In Science, our ELLs have use of dictionaries and graphic organizers, reference guides and lab books in native languages which we provide, and tutoring.

9. We will continue transitional support for ELLs reaching proficiency on the NYSESLAT via either CTT classes, which target students in need of extra attention despite a lack of an IEP or general education classes based on their abilities in the content area. In addition they will have access to our exceptional tutoring program. Additionally, all of our students receive extra attention toward the development of overall literacy in all subject areas.

Our continued support also encompasses extra time on exams, both during the year and on the NYS Regents. We provide aids such as glossaries and dictionaries in English and in the native languages.

10. In our dedicated ESL room, a brand new smartboard was added in addition to laptop computers. Internships and mentoring programs are integral to the Bronx HS of Law and Finance and our ELL students are incorporated into these programs. The addition of an advisory board has opened up internship opportunities in our community, such as Riverdale Mental Health, in which many of our ELL students will be able to flourish.

11. None, we do not plan to discontinue any ELL services.

12. All ELLs have equal access to all school programs. ELLs can take advantage of our before or after school tutorials and Law and Finance academies. Success for our ELL students also increases as they become exposed to the unique and outstanding programs that are offered at the Bronx HS of Law and Finance. We have an actual courtroom and participate in Mock Trial competitions. We have a financial room with a trading floor. We offer trips to colleges and other places in NY and cities such as Washington DC and Philadelphia. We also have our outstanding mentoring and internship programs.

12B. Title !!! funding is used to support after school classes, tutoring, and clubs specifically for ELL students.

13. The ESL classes utilize instructional materials specifically designed to prepare for the NYSESLAT examination. Also, novels such as "The House on Mango Street" are used in the class. Technology is used to support our ELLs. The classes utilize smart boards and laptop carts and our dedicated ESL room has the same equipment. We use native language materials to help support students with their grasp of the content, such as a Spanish version of the English novel "Speak," and we also emphasize vocabulary for all content classes so that the students are more confident in their content classes. Also, a spanish library is available in the ESL classes which includes novels, short stories, anthologies, etc...

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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)
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15. All required services and resources correspond to ELLs' ages and grade levels. Grade level is determined using 8th grade reading and

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E. Parental Involvement

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

1. A parent coordinator is used to promote parental involvement in our school and provides translation services as needed. In addition, our Assistant Principal and guidance counselor are Bi-lingual. She is available to parents during the school day and at night by cell phone. Parent workshops are offered in English and Spanish throughout the school year. Workshops include topics such as curriculum, college selection, financial aid, and parent rights in the DOE.

Parents can participate in many school events such as international night, curriculum night and college night.

2. Montefiore Medical Center is creating a school based health clinic and will provide workshops informing parents of medical, mental and dental services. This includes heightening awareness in nutrition, health, immunizations, etc. Translation services will be provided by the parent coordinator and other staff members.

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Ms. Goldman, ESL Coordinator, regularly meets with Ms. Sanchez, ESL teacher, for professional development. Strategies and skills for listening, speaking, reading and writing are discussed at their meetings. They discuss how to prepare students for the NYSESLAT and also the implications for instruction. Professional Development for all teachers, as well as guidance, psychologists, occupation/physical therapists, speech therapists, secretaries and administrative staff is provided throughout the school year by Ms. Sanchez on staff development days and on an individual request basis. PD such as differentiated instruction, legal obligations and Regents test prep are some of the topics discussed. PD is conducted for the entire faculty on PD days and in individual and small group formats. The ESL Coordinator offers the parent Coordinator PD opportunities on compliance and intake and explanations of Part 154 as needed. The assistant principals, who regularly offer PD, always include an ESL component to all instructional PD.

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

3. Our school utilized district and PSO training for our ELL teachers. The 7.5 hours of ELL training are included in September, November, January and June staff development days and during PD days throughout the year. They may also ask for individual consultations with Ms. Sanchez and Ms. Goldman. Agendas and attendance records at PD are on file in the office of Dr. Goring, the assistant principal.

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	0	0	0	3	1	1	1	6
Intermediate(I)	0	0	0	0	0	0	0	0	0	6	2	0	4	12
Advanced (A)	0	0	0	0	0	0	0	0	0	6	4	2	0	12
Total	0	0	0	0	0	0	0	0	0	15	7	3	5	30

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

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

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.

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

2. After Grade 9 most of our beginning students progress to higher proficiency levels. The majority of our students are in the intermediate

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.

Our mock trial team currently consist of 2 members out of 12 that are current or former ELL studnets. Also, our second ranked student in the eleventh grade was an ELL student who spoke very little english in the 9th grade at our school. We just recently nominated him for the prestigious Annenburgh scholarship..

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	6	0	3	0
Integrated Algebra	11	0	7	0
Geometry	4	0	2	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	5	0	3	0
Living Environment	12	0	7	0
Physics	0	0	0	0
Global History and	4	0	3	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government	15	0	10	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

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

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

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

3. The NYSESLAT modality analysis is interesting. In the Listening/Speaking modality, sixteen out of our thirty students have achieved proficiency and twelve more are already advanced. This would indicate that speaking and listening comprehension skills have been enhanced by student enrollment in English content area classes. Our objective is to improve ELL reading and writing skills. Most of our students fall into the intermediate and advanced ranges. The indication is to focus on these skills in our ESL classes. English vocabulary building and grammar skills are essential to enhance reading comprehension and writing proficiency. Students need to read more in general. It would be important to note here that most students are progressing. However, some students on the intermediate level have been in our

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Part VI: LAP Assurances

School Name:		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Evan Schwartz	Principal		12/13/11
Jessica Goring	Assistant Principal		12/13/11
Zoraida Torres	Parent Coordinator		12/13/11
Ana Sanchez	ESL Teacher		12/13/11
Zoraida Torres	Parent		12/13/11
Lisa Coxson	Teacher/Subject Area		12/13/11
T. Smith	Teacher/Subject Area		12/13/11
Rosa Arroyo	Coach		12/13/11
	Coach		
Aura Burgos	Guidance Counselor		
Barbara Gambino	Network Leader		12/13/11
Gail Goldman	Other <u>ESL Coordinator</u>		12/13/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10x284 **School Name:** The Bronx School of Law and Finance

Cluster: 5 **Network:** New Visions

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

All letters mailed home to parents are translated into Spanish by our administrative school aide and verified by our Parent Coordinator and assistant principal.

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

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

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

We will follow Chancellor's Regulation A-663 by ensuring that all appropriate translated documents are provided to our parents. Specific provisions will be made for parents of languages not English or Spanish when DOE provided translations are not available. We have coordinated with other schools on the campus in order to meet the needs of other language speakers.

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: Bronx School of Law and Finnac	DBN: 10x284
Cluster Leader: Marie Rousseu	Network Leader: Barbara Gambino
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 checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 33 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 type="checkbox"/> 12
Total # of teachers in this program: # of certified ESL/Bilingual teachers: # of content area teachers:

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: Our ESL program has three components to it--a beginner ESL class, an intermediate one and an advanced one. We have one full time ESL teacher and a second ESL teacher who works with us on F-status. Students meet daily either before or after school depending on their levels. Students are grouped based on their levels and their individual needs. During the Fall semester we focus on skills and conversation, and during the Spring semester we continue these foci, while preparing students for the NYSELAT exam.

ESL has its own designated classroom with modern technology, including laptops and a Smartboard, and its own dictionaries and library. Students perfect their listening skills on the Internet. Additionally we use the texts Getting Ready for the NYSELAT, Voices in Literature, First Steps in Writing, Basic English Grammar, and High Point, editions B and C. We are also reading The House on Mango Street, The Old Man and The Sea, and How Tia Lola Came to Stay.

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:

Our ESL teachers are active in pursuing both Professional Development workshops, such as one that took place this summer, and another in November of this year, as well active in attending ESL conferences. These sessions included how to utilize the data from the NYSELAT to improve upon instruction, as well as how to give reports on this data, and on how the brain works with regard to language acquisition. There is another Professional Development session this weeked on the Common Core that our ESL teacher will be attending. Additionally, we provide Professional Development in ESL to our non-ESL faculty, led by our ESL teacher. Finally, all Common Core Professional Development includes how to incorporate Common Core with ESL students.

Part D: Parental Engagement Activities

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: Parents of ESL students are contacted on a regular basis by both the ESL teacher and by the student's advisor with regard to academic progress. There are also events meant to encourage parental involvement, such as Multicultural Night, where students perform for their parents and the entire school community is invited to partake in a potluck dinner. Also, all incoming ESL students meet mandated intake requirements, such as an intake interview, watching a video provided by the DOE, and a Lab-R, if necessary. These are administered by both our ESL full time teacher and our ESL F-status teacher.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		