



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** BRONX HIGH SCHOOL FOR LAW & COMMUNITY SERVICE

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 10X439

**PRINCIPAL:** MICHAEL BARAKAT    **EMAIL:** MBARAKAT@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** \_\_\_\_\_

**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
Michael Barakat	*Principal or Designee	
Lois Wilks-Looby	*UFT Chapter Leader or Designee	
Antoine Scott	*PA/PTA President or Designated Co-President	
Fatimah Brito	DC 37 Representative, if applicable	
Alexia Sansone	Student Representative	
	Student Representative	
Daisy Weisbaum	CBO Representative, if applicable	
Michele Lukelitch	Member/Assistant Principal	
Sabrina Edy	Member/Parent	
Sonya Miller	Member/Parent	
Shirley Morton	Member/Parent	
Sarah Kolb	Member/Teacher	
	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.

<p><b>Annual Goal #1</b></p> <ul style="list-style-type: none"><li>• Increase graduation rate by three percent (from 52% to 55%)</li></ul>
<p><b>Comprehensive needs assessment</b></p> <ul style="list-style-type: none"><li>• Need to meet AYP</li></ul>
<p><b>Instructional strategies/activities</b></p> <p>The school will implement the following:</p> <ul style="list-style-type: none"><li>• Individual Student Plans</li><li>• Attendance Outreach Committee</li><li>• Spring Break Credit Recovery Program</li><li>• After School Tutorial Program</li><li>• Core Curricular Seminars for at risk students</li></ul>
<p><b>Strategies to increase parental involvement</b></p> <ul style="list-style-type: none"><li>• Provide parents with frequent reports on their children's progress. Specifically, the school will provide a minimum of six reports annually after each marking period is completed. These reports will contain academic progress detailing strengths and specific needs. Parents whose children run the risk of failing to be promoted will be notified at the end of the semester to ensure that they are aware of their child's specific situation.</li><li>• Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during parent-teacher conference days and nights. Staff will also be available before and after school as well to meet with parents by appointment.</li><li>• Provide parents with the opportunity to schedule appointments to visit all classrooms and participate in all school activities.</li><li>• Provide parents with direct access to their child's record of academic progress which includes but is not limited to in-class performance data, anecdotal and attendance via the Internet-based program Skedula/PupilPath. Parents will be provided with training on the use of this program twice per year.</li></ul>
<p><b>Strategies for attracting Highly Qualified Teachers (HQT)</b></p> <ul style="list-style-type: none"><li>• Development of a partnership with CUNY's teacher training programs</li><li>• Provide teachers with opportunities such as Lehman College's XYZ Program and facilitate the participation process for staff members</li><li>• Regularly apprise staff of the requirements set forth by NCLB and the State of New York in regards to graduation rate</li><li>• Engage staff in ongoing examination of student data to identify areas requiring improvement that are specifically aligned to the achievement of this goal</li></ul>
<p><b>Service and program coordination</b></p> <ul style="list-style-type: none"><li>• Good Shepherd Services will continue to address the social-emotional needs of students and families who are designated at-risk</li><li>• Development of a Supper Program to provide students who participate in the afterschool tutoring and enrichment programs with a hot meal</li><li>• Development of a mentoring program in conjunction with the Bronx Borough District Attorney's Office to offer students increased support</li></ul>

**Budget and resources alignment**

Tax Levy

Title I

AIDP Grant funding Good Shepherd Services

## 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**

- Implement two new units of study using Common Core Learning Standards in ELA and Math for all students

### **Comprehensive needs assessment**

- Integrating CCLS to the existing curriculum and providing opportunities for all teachers to engage in the design and implementation of CCLS units as a means for increasing academic success and rigor for students.
- Integrating CCLS to the existing curriculum and providing opportunities for all teachers to engage in the design and implementation of CCLS units to ensure that teachers are better prepared to serve future students in meeting the demands set forth by the impending changes in assessments and accountability.

### **Instructional strategies/activities**

- Math teachers will use the Agile Mind Mathematics Curriculum which is directly aligned to the Common Core State Standards
- An interdisciplinary unit in ELA/Social Studies will be implementing for all students
- A collaborative team will focus on literacy
- A Literacy Coach will work with teachers

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

- Atlas-Rubicon, an Internet-based curriculum mapping program, has been procured with the intention of giving parents the ability to see what students are learning, when they are learning it, and how they are being assessed.
- Provide parents with direct access to their child's record of academic progress which includes but is not limited to in-class performance data, anecdotal and attendance information via the Internet-based program Skedula/PupilPath. Parents will be provided with training on the use of this program twice per year.

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

- Teachers will be granted time for participation in professional development with our PSO, New Visions, as well as additional professional organizations for the purpose of developing units of study aligned to the Common Core Standards
- All teachers of mathematics will be provided with professional development regarding the implementation of Agile Minds and the required assistive technology.
- Common planning time for all departments has been create to facilitate co-planning
- Atlas-Rubicon, an Internet-based curriculum mapping program, has been procured with the intention of facilitating the planning and alignment process

### **Service and program coordination**

- Good Shepherd Services will continue to address the social-emotional needs of students and families who are designated at-risk
- Development of a Supper Program to provide students who participate in the afterschool tutoring and enrichment programs with a hot meal
- Development of a mentoring program in conjunction with the Bronx Borough District Attorney's Office to offer students increased support

**Budget and resources alignment**

Tax Levy

Title I

### 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**

Increase Social Studies Regents (Global and US) passing rates by a minimum of six percentage points, respectively

**Comprehensive needs assessment**

To improve the school's Regents passing rate in these two exams thereby improving graduation rate

**Instructional strategies/activities**

- ELA/Social Studies Cross Curricular Units
- After School Tutoring Programs
- Double Period Programming as Needed
- Frequent Formative Assessments

**Strategies to increase parental involvement**

- Provide parents with the opportunity to schedule appointments to visit all classrooms and participate in all school activities.
- Provide parents with direct access to their child's record of academic progress which includes but is not limited to in-class performance data, anecdotal and attendance.

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

- Teachers will be granted time for participation in professional development with our PSO, New Visions, as well as additional professional/cultural organizations for the purpose of developing units of study to facilitate an increased passing rate
- Common planning time for the Social Studies Department has been create to facilitate co-planning as has common planning time between ELA and Social Studies

**Service and program coordination**

- Good Shepherd Services will continue to address the social-emotional needs of students and families who are designated at-risk for attendance reasons.
- Development of a Supper Program to provide students who participate in the afterschool tutoring and enrichment programs with a hot meal
- Development of a mentoring program in conjunction with the Bronx Borough District Attorney's Office to offer students increased support

**Budget and resources alignment**

Tax Levy  
Title I

## 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**

Increase frequency of formal observations and informal mini-observations

**Comprehensive needs assessment**

To adopt the Department of Education's initiative to improve teacher quality and effectiveness

**Instructional strategies/activities**

- Instructional Leaders conduct a minimum of four formal observations and five informal mini-observations for each teacher during the school year
- Teachers will participate in intravisitations
- Teachers will participate in learning walks focused on the Danielson framework competencies

**Strategies to increase parental involvement**

- Atlas-Rubicon, an Internet-based curriculum mapping program, has been procured with the intention of giving parents the ability to see what students are learning, when they are learning it, and how they are being assessed.
- Provide parents with direct access to their child's record of academic progress which includes but is not limited to in-class performance data, anecdotal and attendance information via the Internet-based program Skedula/PupilPath. Parents will be provided with training on the use of this program twice per year.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

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

- Frequent and on-going formal and informal observations coupled with relevant feedback aimed at directly improving teacher practice
- Development of a partnership with a CUNY's teacher training program
- Administrators will be granted time for participation in professional development with our PSO, New Visions, as well as additional professional organizations for the purpose of developing an improved understanding of the requirements set forth by New York State's revised teacher evaluation system

**Service and program coordination**

- Good Shepherd Services will continue to address the social-emotional needs of students and families who are designated at-risk for attendance reasons.
- Development of a Supper Program to provide students who participate in the afterschool tutoring and enrichment programs with a hot meal
- Development of a mentoring program in conjunction with the Bronx Borough District Attorney's Office to offer students increased support

**Budget and resources alignment**

Tax Levy

Title I

## ANNUAL GOAL #5 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 #5**

Create a viable campus-wide plan of action to enhance the campus and respective schools' environments

### **Comprehensive needs assessment**

Improving Campus Environmental Survey Scores

#### **• Instructional strategies/activities**

- Campus Administration will be posted at the entrance during scanning to monitor student entry and reinforce respective schools' dress code policies.
- Campus leadership will consistently meet with parents, local community partners, and NYPD.
- Task Force Meetings
- Gang Awareness PD
- Dress Code Enforcement
- Implement New Scanning Procedures
- Maintain Parental Involvement
- Expand After School Activities
- Beautify School's Interior

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

- Provide parents with the opportunity to schedule appointments to visit all classrooms and participate in all school activities.
- Provide parents with direct access to their child's record of academic progress which includes but is not limited to in-class performance data, anecdotal and attendance.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

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

- Teachers will be granted time for participation in professional development with our PSO, New Visions, as well as additional professional organizations for the purpose of developing units of study aligned to the Common Core Standards
- Common planning time for all departments has been create to facilitate co-planning

### **Service and program coordination**

- Good Shepherd Services will continue to address the social-emotional needs of students and families who are designated at-risk for attendance reasons.
- Development of a Supper Program to provide students who participate in the afterschool tutoring and enrichment programs with a hot meal
- Development of a mentoring program in conjunction with the Bronx Borough District Attorney's Office to offer students increased support

**Budget and resources alignment**

Tax Levy

Title I

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	140	141	140	140	154	46	30	154
<b>10</b>	118	67	78	175	143	35	26	143
<b>11</b>	26	8	14	53	53	10	8	53
<b>12</b>	13	11	11	42	80	10	9	82

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

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	For all students (special education, English language learners and general education) in need of services, we provide the following: Small group instruction, one-to-one and small group tutoring during and after the school day, additional preparatory/support classes after school. Freshmen receive a double period of ELA instruction. Freshman ELLs receive the additional support of an ESL teacher in their ELA class.
<b>Mathematics</b>	For all students (special education, English language learners and general education) in need of services, we provide the following: Small group instruction, one-to-one and small group tutoring during and after the school day, additional preparatory/support classes after school. Freshmen received a double-period of math instruction. All students participate in the Agile Mind Program, a literacy-based Mathematics program. Freshman ELLs receive the additional support of an ESL teacher in their Math class.
<b>Science</b>	For all students (special education, English language learners and general education) in need of services, we provide the following: Small group instruction, one-to-one and small group tutoring during and after the school day, additional preparatory/support classes after school.
<b>Social Studies</b>	For all students (special education, English language learners and general education) in need of services, we provide the following: small group instruction, one-to-one and small group tutoring during and after the school day, additional preparatory/support classes after school.
<b>At-risk Services provided by the Guidance Counselor</b>	Counseling services are provided for at-risk students through the services of Good Shepherd. Individual and group counseling, academic advisement, and college advisement are provided for parents and students. Students and parents are advised and directed towards alternative placement and assistive social service program. Regular appraisal of student attendance is given to administrative staff and parents. Daily monitoring of identified at-risk students is provided as needed.
<b>At-risk Services provided by the School Psychologist</b>	Ensures effective management of the evaluation process, administers timely psycho-educational assessments, facilitates IEP meetings, conducts classroom observations of students, determines the need for psychological evaluation, consults with school staff, parents, and students regarding behavioral management issues and concerns, and serves on school-level committees focused on meeting students' needs.

<p><b>At-risk Services provided by the Social Worker</b></p>	<p>Ensures that procedural safeguards notice has been received and understood, obtains consent for initial evaluation (C-1), gives parents the special education parents rights handbook, conducts social histories of students, reviews home language surveys (HLS), gives parent requests for physical examinations, obtains consent for release of information from other sources from parents, determines language of assessment appropriate for students.</p>
<p><b>At-risk Health-related Services</b></p>	<p>Montefiore Health Clinic, which is located on campus, provides at-risk health-related services to our students with at-risk health issues. Additionally, the clinic provides medical attention as well as psychiatric evaluation and service to all students who are registered with the clinic through the school. STD testing service is provided to our students.</p>

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

**SCHOOL-PARENT COMPACT**

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

**School Responsibilities**

The Bronx High School for Law and Community Service will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet NYS student academic achievement standards as follows:
  - The school will ensure that all teachers are permanently certified and that all teachers are teaching in their correct licensing areas.
  - The school will provide weekly professional development sessions that focus on accountable talk, peer review, differentiated instruction, cooperative learning and meeting the needs of all students including ELL and special needs students.
  - Teachers will also meet on a monthly basis to collaborate and ensure that all lessons meet New York City (NYC) and NYS standards.
2. Conduct parent-teacher conferences during which this compact will be discussed as it relates to the individual student's achievement. Specifically, these conferences will be held twice a year in both the fall and the spring terms.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide a minimum of six reports annually after each marking period is completed. These reports will contain academic, social and behavioral anecdotal, detailing student progress and specific needs. Parents whose children run the risk of failing to be promoted will be notified at the end of the semester to ensure that they are aware of their child's specific situation.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during parent-teacher conference days and nights. Staff will also be available before and after school as well to meet with parents by appointment.
5. Provide parents with the opportunity to schedule appointments to visit all classrooms and participate in all school activities.
6. Provide parents with direct access to their child's record of academic progress which includes but is not limited to in-class performance data, anecdotal and attendance.

**I. Parent/Guardian Responsibilities:**

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

- Monitoring attendance
- Monitoring completion homework assignments and projects
- Monitoring and promoting positive use of our children's extracurricular time
- Monitor, support, and encourage my children to wear the school uniform dress code
- Volunteering in my children's classroom(s)
- Participating as appropriate, in decisions relating to my children's education
- Communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving to the extent possible, on policy advisory groups, such as being Title I, Part A parent representative on the school's school improvement team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**II. Student Responsibilities:**

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

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

**Additional Required School Responsibilities**

The Bronx High School for Law and Community Service will:

1. Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.

2. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.
3. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, an, to the extent practicable, in a language that parents can understand.
4. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
5. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
6. Provide to each parent an individual student report about the performance of their child on the state assessment in at least math, language arts and reading.
7. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

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

**School DBN:** 10X439 **School Name:** Bronx High School for Law and Community Service

*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

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### 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.
  - Students were not provided with adequate AIS to assist them with meeting New York State standards as presented on the Regents exams.
  - Teachers were not given assignments that coincided with their professional strengths.
  - Students and teachers were not provided with adequate instructional materials to ensure students met the standards set forth by New York State.
  - Student programs did not address deficiencies noted in transcripts with regard to credits and New York State Regents exams.
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.

The following items have been implemented to support improved achievement in grade and subject areas for which the school has been identified:

- An entirely new administrative staff has been inducted including one Principal, one Assistant Principal of Organization with a background in Special Education and one Assistant Principal of Supervision in ELA with a background in Social Studies.
- Over thirty-five percent of the pedagogical staff has been replaced since the new administration began on August 30, 2011. Through an ongoing and frequent observation process, the monitoring of scholarship data, and student feedback, teacher programs have been purposefully adjusted to best serve student needs.
- Through a rigorous observation process ineffective teachers have received unsatisfactory ratings and discontinued. Additionally, novice teachers and experienced teachers who require additional support have been afforded the services of a myriad of staff developers to address issues covering the domains

of classroom management, lesson planning, and instruction. An F-status staff developer has been added to the staff in order that identified teachers are provided with targeted regular assistance.

- A literacy coach position has been staffed to address the daily challenges teachers face in their classroom with ELL, special education and students who enter our school at Levels 1 and 2. This individual is available everyday for two periods. She teachers in a CTT setting wherein she is able to model on a daily basis strategies for her co-teachers and in turn they are able to implement these methods in their classrooms and enhance the sharing process with colleagues. Additionally, she spearheads the inquiry team work in which ELA, Social Studies, Mathematics, and Science teachers engage.
- A series of five teacher-generate literacy strategies have been implemented throughout the school to support student literacy needs and to create an environment wherein expectations are aligned throughout all content areas.
- Departmental grading policies have been developed and implemented. Departments collaborate to develop assessments that are uniform; however, modifications are employed to address student needs and areas noted as being in need of increased assessment and remediation.
- Administration and teachers have been given access to an online database known as Datacation/Skedula. This system pulls information from all New York City databases and provides all staff members with the information they need to address student needs and target interventions. It allows administration, parents, and students to monitor progress in real time. Additionally, the program allows for the lines of communication between all stakeholders to be opened, particularly amongst teachers, guidance counselors, support service personnel, and administration.
- Two additional guidance counselors were added to the staff to minimize individual guidance counselor workloads, maximize the attention to students' academic progress, and increase the time that can be devoted to addressing social-emotional needs that impact students' academic performance.
- An attendance team was developed to address students identified as "long-term absences (LTA)" and those who were determined to be truant. This team includes an attendance teacher (also a recent addition to the staff) and a community-based organization, Good Shepherd Services. Together these individuals monitor student attendance, work with social service providers for those student who have been classified as LTA, and locate students who move out of the school district. For students classified as truant the team has provided ongoing social emotional support to the student and their families and developed programs to best meet the students' needs.
- A study skills class has been developed and mandated for all ninth graders. The goals of this class is to assist students in the development of skills that will not only assist with the transition into high school, but also address the deficiencies in content-based skills that ultimately preclude students from making progress or meeting the standards.
- The administration meets weekly with the guidance counselors to ensure that student academic progress is being appropriately monitored and that deficiencies noted on student transcripts are addressed in a timely fashion.
- A literacy-based Integrated Algebra program, Agile Mind, was implemented to assist students in both the areas of mathematics and ELA. This program requires that each ninth grade student has an extended period of mathematics and ELA instruction. Additionally, an ESL teacher utilizes a "push-in model" in the freshman ELA and mathematics classes to assist with the ELL population.
- An IEP Coordinator position has been created to ensure that special education compliance matters are addressed in the manner as mandated by the State of New York and IDEA. The Coordinator maintains

constant contact with students' respective teachers to ensure that accommodations are being met and students are in the appropriate learning environments. The Coordinator maintains constant contact with the Program Chairperson and Testing Coordinator to ensure that students schedules reflect the mandates in the students' IEPs and that students are granted the testing accommodations to which they are entitled.

- A Curriculum Cabinet has been developed in an effort to increase administrative awareness of pedagogical needs and concerns in the classroom and to facilitate the development of a positive climate/culture for teachers and student alike. The group of teachers who volunteered to participate is a representative sample of our school's pedagogical staff. The ongoing discussion fosters the development of teacher-created school-wide academic and social-emotional programs, changes and initiatives. Additionally, these teachers lead curriculum alignment and development efforts in their respective content areas.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
  - The Title 1 funds for professional development fund an Assistant Principal of Supervision in ELA as well as an F-Status staff developer with a license in social studies. It was noted that these are two areas wherein the school has struggled in the past and required significant additional support.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
  - An F-Status staff developer is on staff to mentor and address the immediate pedagogical needs of novice teachers. He is also at the disposal of the teaching staff that is in need of remediation in terms of their current classroom practice. We utilize all professional development services afforded to us by our learning support organization, New Visions for Public Schools. We have currently secured the services of Maureen Santella to assist a targeted group of teachers with classroom management and Level I RTI.
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.
  - Form letters will be mailed to parents in English and in Spanish by 01/31/2011

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Barbara Gambino</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>439</b>
School Name <b>Bronx HS for Law &amp; Community Service</b>			

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

Principal <b>Michael Barakat</b>	Assistant Principal <b>Michele Lukelitch</b>
Coach <b>Allyson Levy-Hurder</b>	Coach <b>type here</b>
ESL Teacher <b>Jessica Faugno-Ramirez</b>	Guidance Counselor <b>Yudelka Ramirez</b>
Teacher/Subject Area <b>Juana Rosario/Spanish</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Nelly Lopez-Alvear</b>
Related Service Provider <b>Linda Jones</b>	Other <b>type here</b>
Network Leader <b>Barbara Gambino</b>	Other <b>type here</b>

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

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>3</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>31</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>452</b>	Total Number of ELLs	<b>61</b>	ELLs as share of total student population (%)	<b>13.50%</b>
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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. When a new student enters the school the Parent Coordinator and/or an assigned Guidance Counselor administers the Home Language Survey (HLIS) if that student is new to the New York City Department of Education and doesn't have a HLIS already on file. If the HLIS indicates that the student speaks a language other than English at home, the following steps are taken:

- The Parent Coordinator and/or an assigned Guidance Counselor calls the BESIS Coordinator/ ESL teacher, a licensed pedagogue trained in the identification of English Language Learners.
- At this time, an informal oral interview is conducted our BESIS coordinator/ESL teacher. The informal interview is conducted in both English and the native language of the family. If the student's family speaks a language that cannot be translated by staff in the building, the translation and interpretation unit is called.
- If it is determined that the student is LAB-R eligible, the parents view the NYCDOE Parent Orientation Video in their native language.
- Parents then fill out the Parent Option Letter
- The LAB-R is administered by a licensed pedagogue within ten (10) days of enrollment and hand scored immediately.
- The student is subsequently placed in an ESL class according to his or her LAB-R score.
- If the student's native language is Spanish, the student is also given the Spanish LAB to determine language dominance.
- The language proficiency of all English Language Learners is formally assessed every May by the NYSESLAT.
- 

In order to effectively administer the NYSESLAT, the RLER report on ATS generates a report that delineates a complete list of students eligible for the NYSESLAT. We use this report to give to provide us with a complete attendance sheet for the NYSESLAT. Our ESL teacher and Test Coordinator collaborate to issue tickets to the students with the time, date and location of their one-on-one Speaking test that is conducted by the ESL-certified instructor. We issue additional tickets for the remaining modalities (Reading, Writing, Listening) that include the time, date and place where the students will be taking the exam. The ESL teacher is the primary proctor; however, additional licensed pedagogues are scheduled to provide relief to the ESL teacher or to address other test scheduling needs. On the attendance sheet generated by the RLER, students must initial four times next to their name--once for each section they complete. Should a student be absent for a particular section (s), guidance counselors, the Parent Coordinator and the ESL teacher engage in a collaborative effort to reach out to students to ensure that they make up the missed section(s) the next day

2. At BLCs there are structures in place to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL). The ESL teacher, who is highly qualified and licensed in her subject area, is responsible for apprising parents of the available programs, by showing the Parent Orientation Video in their native language at the time of enrollment. If the family's native language is unavailable, it is translated orally by use of the translation unit. Parent Surveys are completed at time of enrollment.

3. Program Selection forms are filled out in school on the day of enrollment after they have seen the video and discussed all options with an administrator and an ESL certified teacher. Entitlement letters are sent home by an Assistant Principal when a student's LAB-R

scores deem them entitled to ESL services. Entitlement, continuation of services or discontinuation of services letters are sent in both English and the family's native language. A copy of the letter is kept in the student's file.

4. Every year the ESL Coordinator, the Parent Coordinator and an administrator meet with parents to explain the implications of the Entitlement Letter, the Parent Surveys and the Program Selection Forms and/or the student's NYSESLAT score. BLCS conducts all parent/school conversations in the parent's native language. In situations wherein we cannot address a parent's language needs with a school-based representative, we contact the Office of Translation Services. In order to place identified ELL students in our ESL instructional program, the ESL teacher and Administration consult the student's LAB-R or NYSESLAT scores within ten days of a student's enrollment or the beginning of the new term. If a student is new to the New York State education system, LAB-R results will determine placement in an ESL class. Placement letters are sent by the assistant principal in English and the family's native language immediately after the handscoring the LAB-R exam that determines that they need ESL. A copy of this placement letter is also kept in the student's file. If a student has prior NYSESLAT scores, the most recent score will indicate in which level of ESL class he or she will be placed and for how many minutes each week he or she will be serviced. Continuation of entitlement letters are sent home by an Assistant Principal in September indicating the child's placement in an ESL class. Discontinuation of services letters are sent to all students who achieved proficiency on the NYSESLAT the prior spring. All letters are sent home in both English and the family's native language. A copy of the respective letter is kept in the student's file. The assistant principal is responsible for distributing and maintaining files of all letters sent.

5. After reviewing the Parent Survey and Program Selection forms over the past few years, most parents select a free-standing ESL program as their first choice. Free-standing ESL is the only program offered at BLCS. It has been our experience that a free-standing ESL program offers them a greater number of options and opportunities for students in high school and we work closely with parents to ensure that our program type is the best choice for their child. Should a parent prefer a full bilingual program for his/her child, we first explore options available on our campus and, if necessary, refer them to the Enrollment Office for appropriate placement. We will closely monitor parent requests. If there are twenty or more requests of a TBE in one grade level, we will take necessary steps to build a Transitional Bilingual Education program.

6. Our program models are aligned with parental requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Education</b> (60%:40% → 50%:50% → 75%:25%)														
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										4	4	4	4	15
<b>Push-In</b>										2				2
<b>Total</b>	0	0	0	0	0	0	0	0	0	6	4	4	3	17

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	61	Newcomers (ELLs receiving service 0-3 years)	23	Special Education	21
SIFE	17	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	24

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	23	12	2	14	4	6	24	1	13		61
<b>Total</b>	<b>23</b>	<b>12</b>	<b>2</b>	<b>14</b>	<b>4</b>	<b>6</b>	<b>24</b>	<b>1</b>	<b>13</b>		<b>61</b>

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										25	18	5	10	58

## 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
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
<b>TOTAL</b>	<b>0</b>	<b>27</b>	<b>19</b>	<b>5</b>	<b>10</b>	<b>61</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. & 1b. Instruction is delivered through a variety of models that best serve students' needs and meet the mandated number of units as per CR Part 154. Currently, we have self-contained ESL classes as well as a push-in model that serves to address individualized needs of students and the demands content areas, specifically ELA and mathematics. Data from Regents exams clearly demonstrates that ELL's are underperforming or not meeting the standards put in place by these exams. We have in place a highly qualified, licensed ESL teacher who provides instruction for all our ESL students (beginning, intermediate and advanced as per CR Part 154) in a heterogeneous setting as this setting provides for additional peers supports while placing students in a challenging environment. In our free-standing program students

## A. Programming and Scheduling Information

receive ESL instruction in a separate location and are departmentalized.

2. Students receive services from one highly qualified, licensed ESL teacher. The number of instructional minutes is allocated as per CR Part 154 and determined by students' proficiency level as indicated by their LABR-R and NYSESLAT scores. Beginning students receive 540 minutes per week of ESL instruction. Intermediate students receive 450 minutes per week of ESL instruction. Advanced students received 225 minutes per week of ESL instruction.

3. Content area instruction is delivered in English. Students are offered bi-lingual dictionaries, texts containing identical content but modified reading levels, dual language texts to facilitate the comprehension of complex content matter and the use of audio-visual materials is highly encourages. In order to further assist students in content area classes, technology in the form of interactive whiteboards has been procured and put in place for staff utilization. The ESL pushes into the a section of Grade 9 math and ELA to support the increased number of newcomers we have in this grade.

4. Students who need to be evaluated in their native language are offered the opportunity to receive the assessment in their native language, receive glossaries to assist with word choice and are permitted to respond in their native language if necessary.

5a. All SIFE students are provided literacy instruction and individualized tutoring using adapted materials and simplified texts. Additionally, teachers providing services in core content areas and ESL receive resources and have at their disposal a literacy coach to further support the development and implementation of lessons to address the needs of SIFE students.

5b. Students with less than three years in a US school (newcomers) are immediately accommodated through a "buddy system" wherein they are paired with a student who speaks the native language but has a stronger command of the English language. Software, specifically Rosetta Stone, has been procured and distributed to the ESL teacher to enhance language instruction and to differentiate for the myriad of ability levels encountered in the classroom.

5c & 5d. We have increased the availability of services for students in an ESL program for 4-6 years and long-term ELL's by providing an expanded afterschool tutoring programs in content areas and in ESL. These students are closely monitored by the teaching staff and the guidance counselors for their attendance and their academic progress in respective subject areas. Strong emphasis has been placed on academic vocabulary development in the content area classroom and provided content area teachers with SIOP training to ensure that students' content knowledge is developed in conjunction with language development. Teachers are encouraged to engaged students in activities that require frequent oral and written application of the English language in their respective content area classes.

5e. ELL's who receive special education services are provided with accommodations per their Individualized Education Plans (paraprofessionals, testing accommodations, etc.).

6. A guide to teaching ELL students at Bronx High School for Law and Community Service is distributed to all teachers at the start of the school year. This guide includes useful ELL strategies to use in the content-area classroom and a list of resources available to teachers and ELL students. Additionally, common planning time has been arranged to ensure that the ESL teacher is available to further assist content area teachers and SWD teachers in their planning and implementation of lessons that are conducive to the development of greater English and academic language proficiencies.

--When available, dual-language texts are provided to students in social studies, mathematics and science. These texts are specifically designed for ELL students to help them gain access to content-area information.

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

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

--All teachers and administrators have access to student data via Skedula/Datacation, an online program containing students academic and biographical data, and utilize it actively and continuously to plan instruction and intervention. This program also allows teachers to view the IEP's for SWD so as to appropriately implement modifications and mandated accommodations.

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

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

## A. Programming and Scheduling Information

- Instructional practices are modified, augmented, and differentiated, based upon students' linguistic and IEP mandates, utilizing strategies that ensure student success such as scaffolding, pre-teaching vocabulary, visuals, gestures, extended time; modified formats etc.]
- Content area teachers survey students to consider their specific language acquisition and literacy needs for all levels
- Teachers clearly articulate high expectations for all students and take responsibility for their success
- Students have access to appropriate software which is aligned to standards-based core curriculum (in both languages, when available)
- Classrooms are structured and organized to enhance achievement for students with differences in language proficiencies
- Accessibility to technology, which includes computers and audiovisual equipment, is available and utilized in the classroom, laboratories and the library.
- Content area teachers provide meaningful lessons that strengthen background information and promote student literacy. ESL and content area teachers meet regularly to share best practices

In order to further the academic and linguistic progress of ELL-SWD's we have an IEP Coordinator who is a highly experienced special education teacher. She is charged with ensuring that IEP's are current and that students are appropriately placed, instructed, and accommodated during assessments. She engages in on-going communication with parents and all pedagogical staff members to ensure that needs are met. She is charged with collaborating weekly with the guidance counselors and the programmer to ensure that student academic progress is monitored and that student programs comply with IEP mandates. She communicates regularly with related service providers (i.e. speech therapist, social worker, etc.) to ensure that the social/behaviors needs of students are being appropriately addressed and that IEP goals are being met. The creation of this position and the on-going collaboration between aforementioned staff members allows for the timely appraisal of student progress and/or modification of program/implementation of additional supports.

7. Teachers are assigned a common professional period for the sole purpose of engaging in inquiry and data analysis. During this time teachers are expected to not only examine the data from their own courses, but to also engage in inquiry within their respective

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	Dual Language		
75%			
50%			
25%			
0%			
100%	Freestanding ESL		
75%			
50%			
25%			
0%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

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

### Courses Taught in Languages Other than English

## 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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of
<b>B. Programming and Scheduling Information--Continued</b>				
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

**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

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

**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.

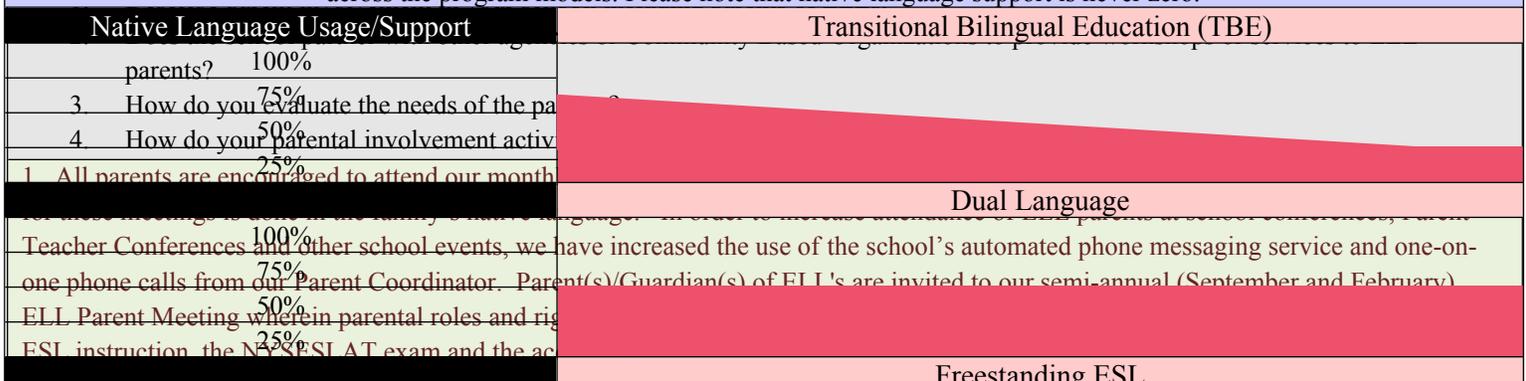
1. All regularly bi-monthly professional development opportunities at Bronx Law and Community Service require the participation and attendance of assistant principals, paraprofessionals, guidance counselors, social workers, occupational/physical therapists, speech therapists, secretaries, and the parent coordinator. Professional development is provided by school staff and other support organizations such as New Visions. Administration meets with the ESL teacher and the literacy coach to discuss the options for possible staff development based on student needs. The ESL teacher and the literacy coach meets regularly with content area teachers to address strategies that will better support ELL students. Content area teachers will be trained on research-based ESL strategies. We recently have been given the opportunity to send content area teachers and an administrator to an intensive training in SIOP to facilitate support for the ELL population. Additionally, we have begun the process of formal inquiry and have include the ESL teacher and a literacy coach in these meetings to facilitate the development of action plans by content area teachers who have identified specific academic needs presented by ELL's.

2. At BLCS we recognize that many ELL students have a difficult time making a transition from middle school to high school, especially when that transition is coupled with learning a new culture and language. BLCS provides professional development for teachers on how to develop classroom routines that will help the 9th grade student transition to high school. Additionally, a program to address the transitional needs of all of our incoming students has been implemented. Currently, all of our freshman are programmed to have a study skills course wherein the skills they need to take on the challenges presented by high school (e.g. time management, peer pressure, etc., and the specialized skills required by content areas (e.g. map skills, annotating text, organizing writing, test-taking strategies, etc.) is facilitated by a specially designated staff member. Transition services are offered in conjunction with our school's guidance department to prepare students for college or career placement/training.

3. These minimum requirements are met as described in Question #1. All teachers are provided with 7.5 hours of professional development as per Jose P. and records are maintained. The assistant principal will keep track of these records and be responsible for notifying teachers who have not yet completed their 7.5 hours of mandated training.

**Native Language Usage and Supports**

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



## 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?
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## B. Programming and Scheduling Information--Continued

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### Additional Information

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

Paste additional information here

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## 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)										15	4	1	2	22
Intermediate(I)										7	8	3	5	23

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)										5	7	1	3	16
Total	0	0	0	0	0	0	0	0	0	27	19	5	10	61

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										3	1	1	2
	I										9	5	1	2
	A										9	7	1	1
	P										6	6	2	5
READING/ WRITING	B										15	1	0	0
	I										6	5	2	7
	A										4	8	2	3
	P										1	5	1	0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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	22		2	
Integrated Algebra	34		6	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	32		6	
Physics				
Global History and Geography	10		1	
US History and Government	31		3	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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:

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Barakat	Principal		1/1/01
Michele Lukelitch	Assistant Principal		1/1/01
Nelly Lopez-Alvear	Parent Coordinator		1/1/01
Jessica Faugno-Ramirez	ESL Teacher		1/1/01
	Parent		1/1/01
Juana Rosario	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Allyson Levy-Hurder	Coach		1/1/01
	Coach		1/1/01
Yudelka Ramirez	Guidance Counselor		1/1/01
Barbara Gambino	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 10X439      **School Name:** BX HS for Law & Community Service

**Cluster:** 52      **Network:** 562

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

**Part A: Needs Assessment Findings**

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

Our school use disaggregated data from ATS to monitor the ethnicity of our population  
We interview each family and their needs are determined  
Many staff members are proficient/fluent in secondary and tertiary languages  
Based upon interview conducted by the administration, guidance counselors, the community assistant, parent coordinator, and attendance teacher; our findings indicate that there is a significant Non-English speaking parent/guardian population many of whom are recent arrivals to the United States.  
Parent/guardian inclusionary events such as: morning and evening Parent Association meetings and multi-lingual parent teacher conferences  
Bi-lingual community assistant and parent coordinator

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

There is a need to communicate in English and Spanish. Our school also serves families who speak: Spanish, Haitian-Creole, French, Arabic, and Twi  
In addition to several other languages, several school staff members speak: Spanish, Haitian-Creole, and French. Oral interpretation services are provided by school staff. Written communication distributed by the school is presented in English and Spanish.

## Part B: Strategies and Activities

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

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

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

Oral interpretation services are provided by our administration, guidance counselors, community assistant, parent coordinator, and attendance teacher. Staff members are ready to translate information and answer questions throughout the school day and at all school functions.

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

We request language information documents for all new students and maintain previous information collected from students regarding languages spoken at home. During freshman orientation and the admissions process, surveys are provided to parents/guardians to assess linguistic needs.

An examination of the data pertaining to our English Language Learner population indicated that there are a number of students considered long-term recipients of services as well as those on the cusp of being classified as such. Additionally, an examination of Regents data indicates that ELL students continue to meet with significant challenges with regard to meeting the standards set forth by New York State. In an effort to reduce the number of students who are or will be classified as long-term recipients of ELL services and to address the support these students need in order to meet the standards required for graduation we have developed two additional class periods of instruction, one at the beginning of the day and one at the end of the day. The students who will be assigned the additional two class periods (98 minutes) are in grades 9-12 and will be served by an ESL teacher who will instruct them in the acquisition of the English language as well as the development of academic vocabulary needed to overcome the language barriers they face on mandated exams, particularly ELA and mathematics. The program will run from September 2011 to June 2012, from Monday to Thursday. We have procured Rosetta Stone, a language development software, and Failure Free Reading, a reading/literacy program. Both of these programs address the four modalities assessed on the NYSESLAT (reading, writing, listening, speaking). Furthermore, these two programs were incorporated to assist the high number of SIFEs we have. These programs can address the literacy issues these students possess as a result of interrupted education. It is understood that in order for these students to meet with success, the gaps in their literacy skills must be addressed expeditiously to ensure that they can move forward with English language acquisition and the development of academic skills appropriate to high school students.

Time has been allotted for teacher and administrative professional development pertaining to Rosetta Stone and Failure Free Reading. Additionally, we have procured the assistance of an ESL coordinator to conduct professional development workshops aimed at assisting the content area teachers with the creation of appropriate learning activities and strategies to facilitate student success in their respective classes. Administration will participate in the workshops for the content areas teachers so as to better support them with the implementation of the methods; however, this ESL coordinator will provide additional professional development for the administration pertaining to compliance, the administration of NYSESLAT, parental outreach and additional means of student support. The professional development will be ongoing throughout the year. Topics will be based on the needs expressed by teachers and/or the needs that manifest themselves through an examination of student performance data.

Parents/Guardians are entitled to the regular conveyance of information pertaining to their child's progress and placement in the school. The parents/guardians of these students will be informed in English and their native language regarding opportunities afforded to their children and the purpose of these opportunities via direct verbal communication and by letter written in English and the parent/guardian's native language prior to the commencement of the activity. Additional communication will be made before the beginning of the second term so as to remind the parents/guardians of the program's continuance. Furthermore, these parents/guardians will be provided access to the real-time progress of their children via the online grade book and progress report tool, Datacatation/Skedula. This online program is the ESL teacher's primary form of communication with the parents/guardians of students in the program. The communication will be enhanced with phone calls home as needed to

address concerns or to apprise parents/guardians of students' progress or lack thereof. Should the ESL teacher encounter a situation wherein she is presented with a language barrier, she will seek out translations services or a staff member who speaks a student's native language. The Administration of Bronx Law and Community Service, a community assistant, a parent coordinator and a staff of four guidance counselors are available to address the needs, questions and concerns of the students and parents/guardians of the students participating in this program. Communication can be conducted in English or in the parent/guardian's native language.