



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** SECONDARY SCHOOL FOR LAW

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 15K462

PRINCIPAL: ONEATHA SWINTON

EMAIL: [OSWINTO@SCHOOLS.NYC.GOV](mailto:OSWINTO@SCHOOLS.NYC.GOV)

SUPERINTENDENT: TAMIKA MATHESON



## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Oneatha Swinton	*Principal or Designee	
John Yanno	*UFT Chapter Leader or Designee	
Stephanie Chavous	*PA/PTA President or Designated Co-President	
Ellen Keating	DC 37 Representative, if applicable	
Jamila Nicholas Akaylah Tomlinson	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Felicia Holtzman	Member/CSA	
Leon Louis	Member/PTA	
Toni Louis	Member/PTA	
Estefania Henmings	Member/PTA	
	Member/	
	Member/	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

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

**Major Recommendation**

**Intensify the level of expectation for instruction to better reflect the rigorous demands of citywide expectations to enhance pedagogy. (4.1)**

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

**100% of core teachers will teach two CCSS aligned units taught in Math, Social Studies, Science, and ELA**

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**Instructional strategies/activities**

**Wednes. 8/31** – Admin team meets with instructional leaders to communicate expectations in regard to goal #1.

**Wednes. 9/6** – Structure for Professional Development was discussed by respective instructional teams for the purpose of meeting goal #1.

**September** – Network points meets with Admin team and instructional leaders to review process, which will include expectations called for by the DOE, CIE, set benchmark assessments for each unit, identify CCSS, as well as set calendar dates for the network team to return to support instructional leaders in rolling out plan that will include:

**November/ December/ January** - two or more classroom visits per dept. to support implementation of CCSS aligned units. Conduct post-observation conference where feedback will be given to teachers. – *Instructional leaders, admin team, network points*

**By 1/30** – Instructional team meets with instructional leaders, admin team, and network team to review student work, note progress, and unit alignment. Work to plan next steps for implementation for next unit.

**March/April/May** – two or more classroom visits per dept. to support implementation of CCSS aligned units. Conduct post-observation conference where feedback will be given to teachers. – *Instructional leaders, admin team, network points*

**June** – meeting with network and administration to review student work, note progress in student performance – *Instructional leaders, admin team, network points*

**Structures in place to support goal #1:**

- Carve out time during Faculty Collaboration every Thursday afternoon 2:00 -3:30 pm to focus on competency 3b; effective questioning and discussion techniques.
- Instructional team leaders were chosen through a rigorous selection process for the purpose of supporting this goal.
- Classroom inter-visitations with a strong focus on competency 3b; effective questioning and discussion techniques.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Use of per session to train all teachers and support from the Network -

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation**

- **Deepen the alignment of questioning to the Common Core Learning Standards, so that higher order thinking is consistent school-wide. (1.1)**

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_ 3.2 Enacted curriculum

\_\_\_ 3.4 Teacher collaboration

\_\_\_ 3.3 Units and lesson plans

x 3.5 Use of data and action planning

**Annual Goal #2**

**50% of teachers progress a minimum of one level on Competency 3b in respect to Quality of Questions**

**Instructional strategies/activities**

- **September/October** – two short classroom visits with feedback to each teacher to establish baseline
- **November/December/January** – two addition classroom visits with feedback to each teacher
- **Fall/Spring** – four to six in-school workshops/meetings to plan probative questions and discussion facilitation – including planning predictable student responses and possible teacher response
- **February** – network/administration meeting to review progress of each teacher, develop supports as needed, revise PD plan as needed, arrange inter-visitations as needed
- **March/April/May** – two addition classroom visits with feedback to each teacher
- **June** – Admin team and network meet to review progress of each teacher.
- **Fall/Spring** – video and record teacher’s teaching their classes and discuss alignment to critical attributes of Danielson 3B.

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: PF Supporting Great Teachers and Leaders

**Service and program coordination**

- Title I and Title I Focus funds support building capacity around CCLS aligned tasks for teachers of level 1 and 2 students:
- Title I focus money is used to fund per diem days in order for teachers to participate at professional development opportunities outside of school to adopt rigorous CCLS aligned curricula and tasks and to plan for implantation of the tasks, to analyze the students data using teacher designed rubrics and to use their analyses to inform future planning.

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation**

**Enhance the quality of pedagogy across classrooms to ensure that all students are actively engaged in challenging, student-centered work. (1.2)**

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

**Build teacher teams' capacity to align units of study with the Common Core Learning Standards (CCLS), in response to student learning needs.**

**Instructional strategies/activities**

Building off of last year's work, over the course of the 2012-13 school year each department in the core content areas (English, math, social studies, and science) will revise, and all teachers in these departments will implement, two Common Core-aligned units that:

- Are well-aligned to selected standards as indicated by CCLS alignment protocols developed by the network team
- Embed the skills outlined in the relevant Common Core instructional shifts
- Assess student learning with a rigorous performance task as indicated by Webb's Depth of Knowledge

All English, math, social studies, and science teachers will participate in weekly department meetings during their common planning blocks, with the support of our school's network achievement coach.

- Department teams will examine student work from the 2011-12 school year to understand gaps in student knowledge or skill and inform the revision of their instructional units.
- During these meetings, department teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core All English, math, social studies, and science teachers will participate in weekly department meetings during their common planning blocks, with the support of our school's network achievement coach.
- Department teams will examine student work from the 2011-12 school year to understand gaps in student knowledge or skill and inform the revision of their instructional units.
- During these meetings, department teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- In partnership with CFN 112, teacher teams and study groups will be supported by network staff, particularly-Maggie Tang will work with the following content areas: English, Science and Social Studies and Oni Hutchinson will work with the Math department. Network will provide professional development around developing Common Core-aligned curricula that meets the purpose of the citywide instructional expectations.
- The professional development sessions will be conducted during department conferences
- Teachers will in turn adapt the work during their teacher team times and develop lesson plans based on the standards and skills of focus identified in the Common Core-aligned curriculum
- All students will receive support as a result of these sessions as they engage in rigorous tasks that emphasis the necessary skills to be college and career ready
- The number of sessions to train and support the staff on developing these Common Core-aligned work will be three for each group. Implementation will be ongoing as teachers discuss and perfect their work during teacher teams; they will analyze student work and make lesson adjustments when necessary

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- Enhance the quality of pedagogy across classrooms to ensure that all students are actively engaged in challenging, student centered work. SQR 1.2 PG 5

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_ 5.2 Systems and partnerships

\_\_\_ 5.4 Safety

X 5.3 Vision for social and emotional developmental health

\_\_\_ 5.5 Use of data and student needs

**Annual Goal #4 – Provide additional guidance an crisis intervention in an afterschool setting targeted towards high risk students**

**Instructional strategies/activities**

Along with providing additional academic support, the grant will also help to support essential social and emotional guidance intervention after school. As a result of the phase out of our middle school, for the second year in a row, we are only able to retain one full time guidance counselor to meet the array of needs for nearly 500 students. This includes mandated counseling, academic intervention, programming, parental outreach and conferences and college readiness. And although this is a Herculean task, we strive every day to meet the needs of all students. Unfortunately, the needs of our students go beyond the basic supports detailed and we have seen an up rise in the need to provide students with greater support in fostering basic life skills and habits of mind that would lead to greater academic success . The addition of an after school guidance component will provide students with enrichment activities focused on study skills, coping strategies, crisis intervention and academic goal setting. This program will allot for more time to spend on individual student needs.

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Priority/Focus funding

**Service and program coordination**

- Title I as well as Focus funds will be used to create a guidance program for our most social and emotional challenging youngsters. Our guidance counselor- Debbie Gonzalez will receive per session to meet with all our At-risk students through a guidance intervention program that will focus on supporting and developing this aspect of our students’ lives.
- The plan is to continue the program through 2013-2014 using the 21<sup>st</sup> Century Grant.
- Ms. Gonzalez will meet with different students three times a week (Monday, Tuesday and Thursday)
- In addition, our most academically struggling group of 9<sup>th</sup> graders will also participate, as already being part of the At-risk group, in extra academic support for Math and Science during the Spring semester, which will also occur Monday, Tuesday and Thursday from 3:30-5:00 PM. Per session will be provided to Mark Holder and Kevin Adams to work with this 9<sup>th</sup> grade group

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

- Communication: Do parents feel that the school provides them with information about the *school's educational goals and offers appropriate feedback on each student's learning outcomes? LES PG 5*

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment  6.4 Partnerships and responsibility

6.3 Reciprocal communication  6.5. Use of data and families

**Annual Goal #5**

*Improve parent capacity through information, innovative strategies, and the removal of barriers*

*To ensure that parents are informed as much as possible and in a language and format parents can understand*

**Strategies to increase parental involvement and engagement**

- Pursue multiple avenues for on-going school-home communication such as: mailings, web postings, newspaper notices, phone calls, newsletters, student newspaper, marquee postings, student planners, directories, orientations, PTO meetings, flyers, and emails
- Acquire and utilize up-to-date technology-based modes of communication such as Skedula, teacher homework blogs and webpages,, and podcasting
- Update the LAW webpage, especially calendars and announcements, monthly
  - a)  Provide workshops for parents to inform them of parent involvement policies and procedures, academic standards and academic programs, federal/state/local assessments, and strategies for parents to promote student achievement and well-being.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title IA  Title IIA  Title III  Set Aside  Grants  Other-describe here: \_\_\_\_\_

**Service and program coordination**

Use of title one funding allocated for parent engagement. Use of a parent liaison per session position to support outreach and work of strengthening parent support

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Extended Day	Small group instruction	After school
	Regents Prep Classes	Small group instruction	During school day
Mathematics	Extended Day	Small group instruction	After school
Science	Extended Day	Small group instruction	After school
Social Studies	Extended Day	Small group instruction	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling and Advisory	One-on-one or small group	During school day

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

In order to recruit and retain highly qualified teachers, through professional development we develop the work of teachers through the lens of the **Charlotte Danielson Framework for Effective Teaching** and a focus on **Competency 1e: Designing Coherent Instruction and Domain 3: Instruction** we have been engaged in strengthening our work of **Quality Statements 1.1, 1.2, 1.3 And 4.1**. The work to improve instructional practice has been driven primarily by the offering of targeted and strategic Professional Development offerings to teachers. Each semester teachers are scheduled for individual goal setting conferences with administration to discuss instructional strengths as well as areas of growth impacting student learning. As a result, teachers are required to commit to attending professional development workshops offered both in and outside of the school. Teachers have several options of workshops they are committed to attend; including those facilitated by the network team and lab site meeting, in addition to all regularly scheduled weekly PD's facilitated by the administrative team and lead teachers. As a result of the conferences between administration and teachers, there is a greater presence this year of teacher voice in the selection of professional development offerings. As a resulting impact, we have seen improvement in the following areas:

- Actionable feedback to students highlighting strengths of completed tasks and next steps for improvement. This work can be seen highlighted on teacher bulletin boards posted with drafts and final products of student writing tasks.
- The Saturday Humanities workshops were formed where teachers are able to spend additional time looking at our problem of practice in a more pragmatic way. This work was developed in the following way:
  1. **Using the Regents Essay Tool for writing Thematic and DBQ essays:** The Social Studies Department, in their meetings developed a writing tool to aid in the development in argument writing. Since the tool required students to write significantly more than they had written previously, it took a while for students to accustom themselves to writing in greater detail. Teachers talked about strategies for improving and fine tuning student writing in terms not only of volume but in terms of how students were making claims, supporting their claims with reasons and evidence which again focused the Social Studies Department on the need for coherence and collaboration with the ELA department. Our next step was a more targeted Professional Development on writing logically in line with the Common Core Literacy Task, required of all of our students.
  2. **Logic in Argument Writing:** The English and Social Studies Department met for a targeted professional development to look more deeply at the kinds of claims we and our students write, more specifically, claims of definition, claims of cause and effect and claims of solution. We focused not only on the claim but how to support the claim through logic and how to avoid logical fallacies in order to write a logically consistent paper. In order to write logical papers we wrote about reasons and

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Title I Parent Involvement Policy**

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

**LIST ACTIONS**

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

evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- *The evaluation will be conducted by members of the SLT. The SLT will issue a survey and the results will be reviewed at subsequent SLT & PTA meetings when parent comments will be solicited.*

5. *The Secondary School for Law* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. The State's academic content standards;
- ii. The State's student academic achievement standards;
- iii. The State and local academic assessments including alternate assessments;
- iv. The requirements of Title I, Part A;
- v. How to monitor their child's progress; and
- vi. How to work with educators.

- *Evening workshops held in conjunction with PTA meetings.*

b. *The Secondary School for Law* will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- *Developing a parent handbook and distributing it to all parents.*
- *Distributing course descriptions, etc. to familiarize parents with academic requirements.*
- *Evening workshops conducted by teachers and other staff as well as community based organizations.*

c. *The Secondary School for Law* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

- *Workshops will be conducted in conjunction with regularly scheduled professional development.*

d. *The Secondary School for Law* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- *Translate all mailings as necessary.*

## **Adoption**

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

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

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

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

## **School Parent Compact**

### **School Responsibilities**

*The Secondary School for Law* will:

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

### **Parent Responsibilities**

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

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

### **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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

## Part I: School ELL Profile

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

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

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

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

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

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

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

### D. School Demographics

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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

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

### B. ELL Years of Service and Programs

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

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	18		3	7		4	4		4	29
Total	18	0	3	7	0	4	4	0	4	29

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

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

Other:

**Freestanding English as a Second Language**

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

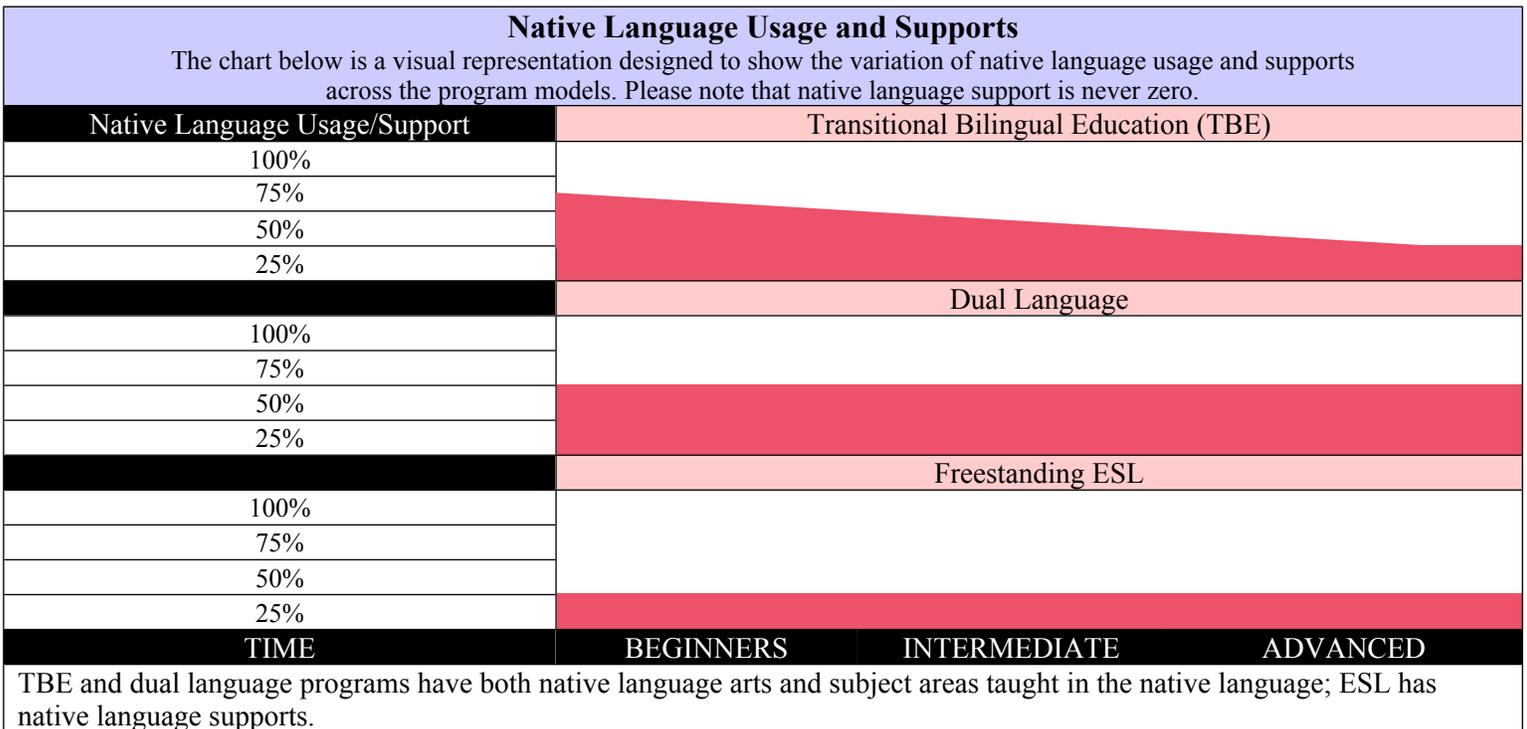
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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

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



**B. Programming and Scheduling Information--Continued**

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

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

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

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

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

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

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

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

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

Throughout the year, overall student progress will be monitored for increases in both decoding and encoding skills. Additionally, content area teachers and ESL teachers conference both formally and informally about all ELLs. Formal conferring takes place both in grade team collaborative meetings, where teachers look at student work of ELLs, and in department meetings, where ESL and ELA teachers co-plan lessons and strategies to use with our ELLs. ESL Communication Sheets are distributed to each teacher of ELL. Content teachers and ESL

teachers provide assessments of the student's four language skills throughout the year. Additionally, the subject teacher makes academic comments that the ESL teacher uses as a guide to help tutor the ELL. Our ESL teachers visit content area classes once per marking period and work with the content area teacher to develop ways to address ELL needs through lesson adaptation, material selection, scaffolding and alternative assessment methods. Students in need of additional support will receive weekly outlines for each class created by the content area teacher and the ESL Teacher. These outlines will list the main topics and necessary vocabulary that will be taught that week. Students will use these as guides to take notes on and to help them understand content. We utilize a modified version of Cornell notetaking strategies with our ELLs. The school's Librarian and ESL teachers have purchased bilingual reference books as well as reading materials in the native languages of the ELLs.

Activities to assist newly enrolled ELL students include both 6th and 9th grade family orientation prior to the start of the school year. During this orientation, students and parents are provided with opportunities to ask questions regarding programming, classes, curriculum, supports, and school activities. They also meet some of the instructional and support staff that can assist them when they need help.

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

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

### **D. Professional Development and Support for School Staff**

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

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

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

### **E. Parental Involvement**

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

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										5	1			6
Intermediate(I)								2		5	2			9
Advanced (A)								3	2		6	2	1	14
Total	0	0	0	0	0	0	0	5	2	10	9	2	1	29

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7	2	3			5
8	01	1			2
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	1		3		1				5
8	1		1						2
NYSAA Bilingual Spe Ed									0

**NYS Science**

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

**New York State Regents Exam**

		Number of ELLs Taking Test		Number of ELLs Passing Test	
		English	Native Language	English	Native Language

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		1	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	3		2	
Physics				
Global History and Geography	3		2	
US History and Government	2		2	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

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

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

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

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

We currently do not use ELL periodic assessments. Success of our ELLs is evaluated using both quantitative and qualitative data. Design Your Own Assessment test results, classwork and homework completion, oral and written presentations, research projects and class participation are all modes of assessment used to measure success. Each spring we evaluate the NYSESLAT scores and track each ELL's progress through the levels of proficiency.

### **Additional Information**

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

Paste additional information here

## **Part VI: LAP Assurances**

**School Name: Secondary School for Law**

**School DBN: k462**

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Oneatha Swinton	Principal		12/1/11
Felicia Holtzman	Assistant Principal		12/1/11
	Parent Coordinator		12/1/11
Laura Paddock	ESL Teacher		12/1/11
Audra Pryor	Parent		12/1/11
Laura Malone	Teacher/Subject Area		12/1/11
Carina Hedglin	Teacher/Subject Area		12/1/11
Marie Buot	Coach		12/1/11
	Coach		1/1/01
Debbie Gonzalez	Guidance Counselor		12/1/11
Kathy Pelles	Network Leader		12/1/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

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

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

**Part A: Needs Assessment Findings**

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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.

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

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

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

## Part B: Strategies and Activities

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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.

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### 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: Secondary School for Law	DBN: 15k462
Cluster Leader: Douglas Knecht	Network Leader: Kathy Pelles
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 35 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 5

### 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: Direct instruction for ELLs focused on language development with specific emphasis on ELA and Mathematics. Supplemental instruction will take place three times a week after school for an hour each day. Subgroups served will include former ELLs, beginning, intermediate and advanced ELLs and at-risk students. Instruction will be for students in grades 9-12 and will take place in English. Four certified teachers are involved: an ESL teacher, Math, ELA and Science. One ESL teacher will team teach with a content area teacher on a rotation basis. On Mondays ESL and ELA, on Tuesdays ESL and Math and on Thursdays ESL and Science. Teachers will co-teach in pairs. Teachers will co-teach and provide support to one another. During the school day, there is a common planning period for the ESL and the content teachers to co-plan. Additionally, our weekly professional development time allots 1.5 of co-planning for teachers to develop their lessons for direct instruction. Supplemental materials will include additional books and resources including laptop technology specific to the content areas. Instruction will be differentiated by grade and English proficiency level.

December 2012-June 2013: Tuesdays and Thursdays: 3:15-4:45pm

### 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: All teachers receive training in working with ELLs in bi-monthly grade team meetings. Additionally we have two all-faculty conferences focused on ELL support: one in the fall semester and one in the spring semester. Felicia Holtzman AP and certified ESL teacher, will provide these professional development opportunities. Topics include training students to use the modifications they are mandated to receive, note-taking for ELLs, graphic organizers and alternative ways to assess learning. Additional professional development will be provided as needed.

Schedule for PD includes the following dates that all title III teachers will attend. In addition all other teachers of ELLs will be invited to participate.

Tuesday, November 14 1:30-3:15 Differentiation Strategies for ELLs (all faculty conference)

Wednesday, January 16 1:30-3:15: Supporting ELLs in testing- how to teach ELLs to use modifications (all faculty conference)

Wednesday, March 13 1:30-3:15: Looking at Student work of ELL (department teams)

### 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: Title III Parental engagement activities will be scheduled monthly in addition to our PTA workshops. We will offer a total of 10 workshops, one hour long each. Topics include: Skedula: orienting parents to use our data collection system to check student progress, college workshop, HS credit accumulation workshop, supporting students in native language fluency, supporting students at home with questioning strategies. Felicia Holtzman, Assistant Principal and certified ESL instructor will facilitate these workshops and parents will be notified in translated mailings as well as phone messenger.

Schedule as follows. Meetings take place from 7:00-8:00pm.

- October 18, 2012: Skedula: using data collection to support your child
- November 15, 2012: Supporting ELL students in native language fluency
- December 20: College Workshop
- January 17: Preparing ELL students with modifications for Regents testing
- February 28: Credit accumulation
- March 21: Nutrition
- April 19: Supporting ELL students at home through questioning
- May 16: Supporting literacy with your ELL child during summer months with your child

### Part E: Budget

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

Allocation Amount: \$0

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

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		