



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

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

DBN (14K477):

PRINCIPAL: MÓNICA ORTIZ, ED.D

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SUPERINTENDENT: AIMEE HOROWITZ

09-18-2013

## 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
Mónica Ortiz	*Principal or Designee	
Sharon Kleinfeld	*UFT Chapter Leader or Designee	
Elizabeth King	*PA/PTA President or Designated Co-President	
Zenaida Quinones	DC 37 Representative, if applicable	
Corey Grant Ashley Reid	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Lytz Rousseau	Teacher	
Rosemary Vega	CSA Representative	
David Fox	Parent	
Ramona Fermin	Parent	
Onilda Jimenez	Parent	
Jacklin Grant	Parent	
	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**

Formalize a system for evaluating teacher team efforts and teacher effectiveness. Use data gathered to provide feedback and professional development to teachers in order to improve student achievement. (JIT 11/29-30/11. P. 5 and 6; and SQR 5/30-31/12, P. 6).

**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

X  2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

By June 2013, create a system for formalizing the gathering of data acquired through walkthroughs, informal, and formal observation to target areas in need of development and support the CIE mandates.

**Instructional strategies/activities**

Strategy: Create a systematic collection process for gathering data from observation and using a teaching framework to provide teacher support.

Activities:

- Supervisors will capture the results of observations and walkthrough via the iObservation web based program and weekly supervisors' meetings.
- Collect, evaluate, and analyze data from observations to assess teacher needs and provide professional development.
- Provide teachers with timely feedback
- Provide teachers with professional development on Danielson's Framework for Teaching

**Key Personnel**

Principal and Assistant Principals

**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**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Target to evaluate progress, effectiveness and impact: Mid year review of Teacher Improvement Plan and Year end evaluation in addition to observation reports.

The web based program will facilitate the capturing of data for teacher evaluation and scoring of the components (ADVANCE).

Purchase of IObservation licences from Learning Sciences International for Supervisors to record the results of their observations and walkthrough.

**Timeline**

September 2012 to June 2013



**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**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Funds from Title I SWP will be used to purchase software and professional development/training.

Curriculum development requires the purchase of the Atlas Rubicon Curriculum Mapping Software. It will provide 400 per session hours for 10 teachers and 60 per session hours for 1 supervisor.

Curriculum mapping will provide teachers with the opportunity of tracking their efforts to align their content curriculum with CCLS. In addition, teacher will work collaboratively to write rigorous tasks (CRM) that are reflective of the instructional objectives that are aligned with the CCLS.

**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**

Provide teachers with a wider range of instructional strategies in order to promote greater student engagement; provide multiple points of entry to meet instructional goals including the use of technology instruction, improve questioning and discussions techniques aimed at critical thinking-problem solving skills, and develop and utilize assessment to inform instruction. (JIT 11/29-30/11, P. 4-5; and SQR 5/30-31/12, P. 5

**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**

By May 2013, teachers will learn to use a myriad of strategies to improve instructional practices that will result in an increase in student engagement and learning.

**Instructional strategies/activities**

Strategy: To increase teacher effectiveness through targeted professional development.

Activities:

Create a Teacher Effectiveness Academy that will provide teachers with professional development workshops in instructional strategies and practices.

- a. Questioning and discussion techniques
- b. Critical thinking skills activities
- c. Differentiation
- d. Development and utilization of assessment to inform instruction
- e. Effectively use technology in instruction

**Key Personnel and Resources**

School supervisors will provide some of the professional development sessions. Outside consultants will be used.

**Targets to evaluate progress, effectiveness, and impact.**

Teachers' growth plans will provide target benchmarks. Formal and informal observations and as well as classroom walkthroughs will provide evidence of effectiveness of the professional development.

**Timeline**

The Teacher Academy will run from December through May of the 2012-2013 school year.

**Service and Program Coordination:** Teachers, supervisors, and professional development consultants will be paid through Title 1A funding.

**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**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Teachers, supervisors, and professional development consultants will be paid through Title 1A funding. Per session hours will be allotted for teachers and supervisors to attend professional development sessions. A CITE consultant will provide professional development to teachers on various effective teaching strategies. The consultant will also conduct classroom observations, and will provide feedback to teachers about classroom instruction, focusing on recommendations on how to implement effective and relevant classroom strategies. The consultant will also provide mentoring to teachers. In addition, teachers will be provided with on going professional development on ADVANCE and citywide expectations.

**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**

JIT Report, November 2011, page 7

Convene a core group of students, support staff, teachers and administrators to develop a plan and related policies and procedures to improve student punctuality.

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

By June 2013, we will improve school wide attendance and punctuality by developing, promoting, and implementing a school wide attendance improvement policy.

**Instructional strategies/activities**

Strategy: Develop, promote, and implement attendance improvement policy.

Activity: Organize a team that will create an action plan to address attendance and lateness.

- Convene a team
- Create an attendance improvement plan
- Review current policies and procedures, determine effectiveness, and modify
- Weekly meeting to discuss action plan
- Communicate action plan with staff, students, and parents
- Provide a Response to Intervention (RTI) program for academic support

**Key Personnel:** Administrators, staff, students, and teachers will work in a team to develop and implement action plan.

**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**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Target to evaluate progress, effectiveness and impact:** Increase in attendance, decrease in lateness, and streamlined procedures for related policies.

Set aside 130 per session hours for 5 teachers to provide tutoring after school. Bulk hours will also be allocated for school staff to conduct attendance outreach to families of students with attendance issues. The school will also purchase licences to an online grading tool to provide parents with real-time information about the attendance and academic performance of students. This will allow parents to provide a timely intervention to improve their child's attendance and academic performance.

School supplies such as papers, pens and notebooks will be purchased for students' use during the after-school tutoring. Printer toners will also be purchased to reproduce worksheets that will be used during the after school tutoring.

**Time Line** September 2012 to June 2013

**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**

Increase communications with parent/family and build capacity to support their child’s learning and monitor their progress toward meeting graduation requirements. (JIT 11/29-30/11 P. 7; SQR 5/30-31/12 P. 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  
\_X\_ 6.3 Reciprocal communication                      \_\_\_ 6.5. Use of data and families

**Annual Goal #5**

By June 2013, to increase reciprocal communications with families and creating opportunities that encourage stronger relationships between parent-student and school-family in order to increase student achievement.

**Strategies to increase parental involvement and engagement**

Strategy:  
Increase parent understanding of educational requirements and systems that will help them support and monitor their child’s academic progress.

- Activities:
- Establish a Parent Academy that will provide opportunities for workshops, training, and meet and greet for all families.
    - A. ARIS
    - B. JupiterGrades
    - C. Computers-Basic
    - D. Career Awareness
    - E. Understanding and communicating with teenagers
  - Organize school events that foster family engagements (e.g. holiday Events, Family Dance, Talent Shows, etc.)

**Key Personnel:** School staff, ENACT, PTA President, and COSA will organize and coordinate events.

**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**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Parent Academy will be established to provide parents with basic computer skills that they can use to monitor their child's academic progress.. Per session hours will be allocated to teachers who will provide instruction in the Parent Academy. The parents will also be provided with transportation and refreshment o attend this academy.

The school has also secured the services of ENACT, a community-based organization, to provide workshops to parents on Saturdays. The workshops will cover a various range of topics, such as cyber-bullying, understanding teenagers, and effective communication with teenagers. These workshops will hopefully enable parents to relate meaningfully to their children, whose psycho-emotional needs progress along with their intellectual needs. Transportation and refreshment will also be provided to parents who will attend these workshops.

The school will also organize activities, such as family day, reading of honors, to create a non-structured venue for parents, students and school staff to interact. These activities also aim to encourage more parents to be involved in school activities, thus creating a dynamic partnership to improve student performance.

**Target to evaluate progress, effectiveness and impact.** Parent attendance, survey and evaluations will be used to measure effectiveness of trainings.

**Timeline**

October 2012 to June 2013

### 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 learning time Credit recovery	Tutoring	After school and Saturday
Mathematics	Extended Learning time Credit Recovery	Tutoring, small group instruction	After school and Saturday
Science	Extended Learning time Credit recovery	Tutoring	After school and Saturday
Social Studies	Extended Learning time Credit recovery	Tutoring, small group instruction	After school and Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	counseling	One-to-one	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.

The school carefully evaluates the qualifications of each prospective candidate during recruitment to ensure that each applicant has the proper qualifications for the teaching position. The teaching assignments that are given to the teachers are aligned to their certification and field of expertise. Regular observations and walkthrough are conducted by supervisors during the year. The staff is provided with various professional development opportunities facilitated by highly competent resource speakers.

**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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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**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>Maldonado/Margaret Struk</b>	District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>477</b>
School Name <b>School for Legal Studies</b>			

### B. Language Allocation Policy Team Composition

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

### C. Teacher Qualifications

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

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

### D. School Demographics

Total number of students in school	<b>678</b>	Total Number of ELLs	<b>64</b>	ELLs as share of total student population (%)	<b>9.44%</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. 

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

The School for Legal Studies is in its 16<sup>th</sup> year of existence with a program for grades 9-12. Among its 64 students, 61 speak Spanish, two speak Haitian Creole and one speaks Polish. (9.43% of a total population of approximately 678 students). These students' proficiency levels range from beginner to advanced, according to their most recent NYSESLAT or LAB-R scores.

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input 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 type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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#### **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	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained Push-In</b>										13	25	26	0	64
<b>Total</b>	0	0	0	0	0	0	0	0	0	13	25	26	0	64

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	Newcomers (ELLs receiving service 0-3 years)	40	Special Education	8
SIFE	15	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	16

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	40	5	0	8	1	1	16	3	7	64
<b>Total</b>	<b>40</b>	<b>5</b>	<b>0</b>	<b>8</b>	<b>1</b>	<b>1</b>	<b>16</b>	<b>3</b>	<b>7</b>	<b>64</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										13	24	24		61
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian												2		2
French														0
Korean														0
Punjabi														0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish											1			1
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>13</b>	<b>25</b>	<b>26</b>	<b>0</b>	<b>64</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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

**Freestanding English as a Second Language**

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

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

RESPONSE TO #1b: At the School for Legal Studies our 64 ELLs are organized in ungraded classes. Within each class is a mix of NYSESLAT and LAB-R determinations. Students, based on their NYSESLAT scores, receive the required number of minutes in accordance with New York State Law (540, 360 and 180 minutes of weekly ESL instruction for beginner, intermediate and advanced students, respectively) in double and triple period programming blocks. The advanced students also receive 180 minutes of ELA per week.

## A. Programming and Scheduling Information

High school-

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

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

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

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

RESPONSE TO QUESTION # 4: ELLs who are new to the NYC school system as well as our school are administered the LAB-R. Students who are unable to answer any questions on the revised LAB-R will be required to take the Spanish LAB-R.

RESPONSE TO QUESTION #5a: SIFE students will be made to understand that the same standards and expectations apply to them as well as other ELLs and general education students. A college-going culture will be maintained and bolstered for SIFE students. To help them achieve the same benchmarks as their peers, additional scaffolding is given to support their learning. Examples of this include: tailored reading and writing activities; providing annotated parallel texts; stressing the use of graphic organizers; and targeting specific skill sets through homework assignments posted on CastleLearning.com, an instructional software program that assesses students' progress in their homework assignments. SIFE students will therefore be consistently sent the message that they're being prepared for college alongside their general education, native-English speaking peers. The curriculum is aimed at challenging each student to meet and exceed

## A. Programming and Scheduling Information

progressively challenging benchmarks. Based on the level of second language proficiency, each child will have a differentiated growth plan and there will be apt time provided for teacher and student reflection and debriefing on the classwork being produced. The learning environment in the ELL classroom will display teacher and student generated charts and graphs. Instructional materials are available as well as libraries. Word walls for all content areas are displayed and each child has reading logs and writing journals. Student work is organized both in folders and on display.

RESPONSE TO #5b: The newcomers will embark on individualized reading programs that calibrate goals and track progress every step of the way. This stress on built-in success will encourage students to tackle increasingly challenging reading material. success will further encourage reluctant readers to search out authentic texts of interest on their own, reinforcing growing independence as readers. Furthermore, students will be practicing their English porficiency via guided texts- essay writing, group work- using QTEL strategies which helps make each student aware of his or her own reading progress, it will also encourage the conscious naming of strategies being used along the way. This engenders metacognitive awareness on behalf of young ELLs. The ability to name strategies and articulate how to apply them will help them lay the groundwork for Regents test-taking across the content areas.

RESPONSE to #5C: The school will offer additional targeted Regents preptime for ELLs who have been receiving services for four to six years. This will be accomplished through offering an afterschool tutoring program twice weekly. Our Freestanding ESL program will also make available : peer mentoring, credit recovery options, and homework help with a focus on providing students with targeted Regents task attack strategies. Along other lines, the staff will meet regularly to coordinate standards-based curriculum mapping across content areas, starting with the end in mind. This supports a scaffolded learning approach with a focus on reinforcing ELLs use of academic English.

RESPONSE TO 5D: Some long-term ELLs who are overage and under credited, struggle with graduation and Regents requirements. In response, our ESL program will differentiate instruction to address the needs of these long-term ELLs. The school focuses on more intensive peer-to-peer mentoring, additional credit recovery options, homework help and Regents strategies. The ESL teacher will also partner with guidance counselors and the college advisor. Overall, the entire school's culture is focused on college-readiness with the needs of long-term ELLs fully in mind. Also, on the agenda is experiential learning and a focus on embracing multiple intelligences to help continue to motivate all learners. Various authentic forms of assessment are employed to clearly set goals, model expectations, and help students to steadily surpass previous benchmarks of progress and establish new ones.

RESPONSE TO #6: We focus on educating ELL-SWDs in the least restrictive environment possible, so the school believes in using various strategies to meet the needs of ELL-SWDs in our self- contained ESL classes. Strategies targeted to help this population include: conducting an inventory of students' learning styles; giving students extra time when needed to complete in-class and homework assignments; allowing for students to write and edit their work on word processors (which is particularly helpful to those who have difficulty spelling or sequencing information); repeating key concepts and goals to aid retention; and employing pre-teaching activities that lay the foundation for the lesson along with pre-reading, pre-discussion and pre-writing activities. Additional strategies include: pairing the English Language Learner with a gifted or older same-language student when possible; allowing for think-pair-share reinforcement of material covered; re-wording text to include hints and reminders; drawing on background knowledge and explicitly connecting it to new information; and reading tests and texts aloud when possible. The teacher will also use various multisensory techniques (posters, models, projection screens, computer-based activities, film, the use of color for highlighting and organizing information; graphic organizers; student-created art and texts; plus, games, competitions and puzzles). Furthermore, the teacher will provide students with opportunities to review previously-learned concepts; organize themes that connect the curriculum across content areas; provide additional, individual guidance, assistance and support to fill in gaps in background knowledge; as well as conduct curriculum-based assessments to monitor student progress and modify instruction based on the results.

In order to develop students' capacity to read, discuss, write and interact with substantive texts in various genres, the ESL teacher further relies on: altered texts, manipulatives and other hands-on aids; books on tape and other audio visual materials to aid comprehension (including Smartboard based lessons and computer-based lessons); native langauge support (through translated companion texts and websites); leveled readers as well as study guides. The ESL teacher refers to the student IEP and their CTT teachers for differentiation of materials and strategies.

RESPONSE to #7: Since we aim to educate ELL-SWDs within the least restrictive environment, classroom content is differentiated to

## A. Programming and Scheduling Information

reach a spectrum of learning needs. Differentiated instruction will include the use of: leveled readers, graphic organizers, as well as enhanced audio-visual support through use of the Smartboard. We will also plan instruction with input from special educational content area teachers to ensure that ELL-SWD's receive instruction that meets their needs without compromising its rigor. That said, all ELLs are expected to follow the same Common Core Curriculum as general educational students. Along these lines, scheduling presupposes the need for special education specialists to pull ELL-SWDs out of the classroom for services if this is mandated by their IEPs. Furthermore, the ESL teacher works closely with special education content area teachers who team teach in a general education setting. In this way, ELL-SWDs receive content area instruction alongside their general education peers as well as receiving additional academic support from their ESL teacher.

### 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	English only			
Social Studies:	English only			
Math:	English only			
Science:	English only			

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

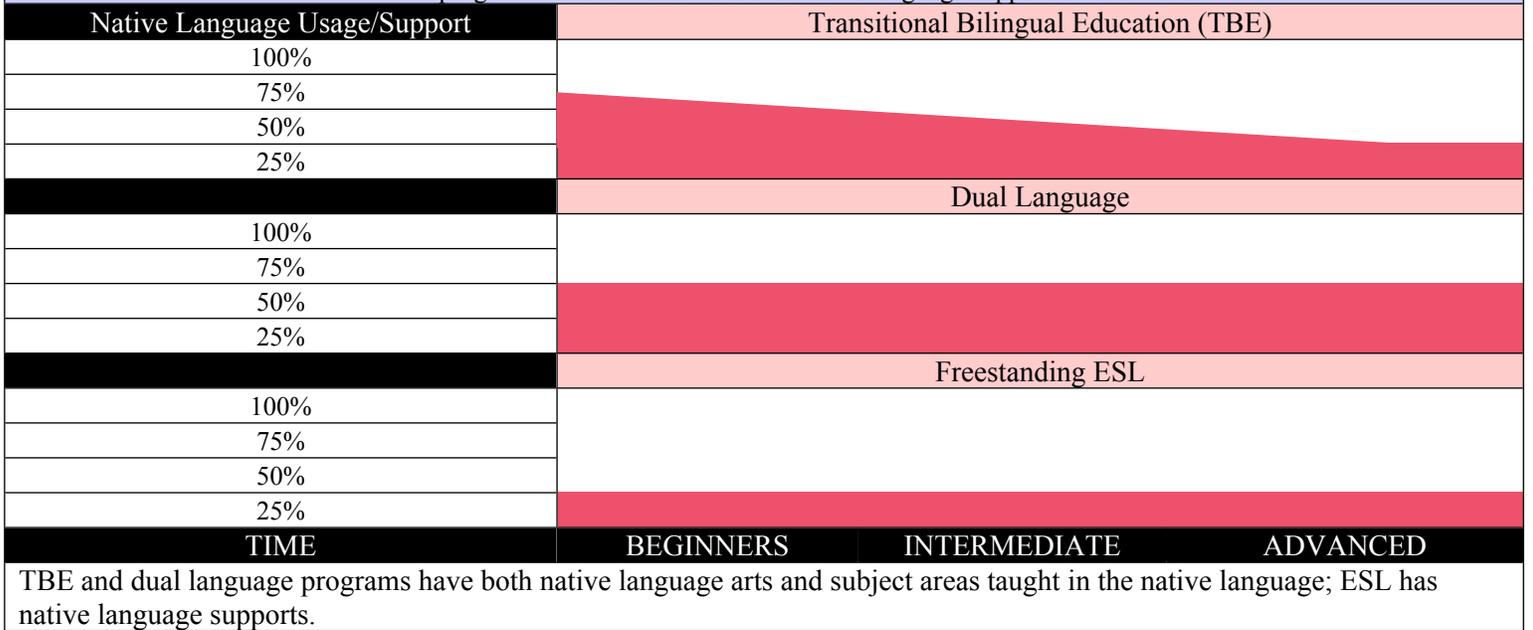
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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



## B. Programming and Scheduling Information--Continued

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

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

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

10. The ESL teacher will regularly meet with a literacy coach to co-plan with the needs of ELLs in mind. The teacher is also using Jupiter Grades, an interactive software program that makes it possible for the parents of ELLs to monitor the children's progress in English or Spanish. This data management program also allows parents to keep track to their children's homework assignments, projects and attendance.

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

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

13. The ESL teacher regularly employs the use of the Smart Board as well as Internet and Power-Point based lessons. Furthermore, the ESL

classroom is outfitted with updated computers so that students can regularly be called upon to use programs such as Word, PowerPoint, and Publisher to name just a few. Additionally, through Jupiter Grades, students and their parents can monitor their academic progress and attendance. Standards-based class assignments on CastleLearning.com can also help ELLs become college ready alongside their peers.

14. Since our program is Freestanding ESL, we do not provide direct bilingual instruction or hire certified, content-area bilingual teachers at the moment. That said, the staff has many native Spanish speakers on hand to help out. Guidance counselor, Ileen Ramirez, is able to help ELLs and parents in need of Spanish-English translation (which is currently our only language group in need of native language assistance. Additionally, students in need of obtaining supplemental Spanish language materials are encouraged to make their needs known to teachers, guidance counselors and social workers alike. Plus, through Jupiter Grades, ELLs and their parents can regularly access classroom performance and attendance data in Spanish throughout the year.

15. The School for Legal Studies has ungraded heterogenous classes, so required services, support, and resources do not differ based on the ages and grade levels of the students in each class.

16. Educators meet at the end of August to help plan ahead for the school year but the school does not specifically invite ELLs and their parents to participate in activities before the official start of the school year.

17. All of our students have the option of taking a Spanish language class.

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

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

A.F Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

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

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

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

## E. Parental Involvement

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

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)					0					4	13	7		24
Intermediate(I)										4	5	16	0	25
Advanced (A)										4	4	0	0	8
Total	0	0	0	0	0	0	0	0	0	12	22	23	0	57

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>A</b>										2	4	5	0
	<b>P</b>										6	5	8	0
READING/ WRITING	<b>B</b>										4	12	6	0
	<b>I</b>										4	6	7	0
	<b>A</b>										4	3	0	0
	<b>P</b>										0	1	0	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	
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	27		0	
Integrated Algebra	23	23	9	1
Geometry	6	6	0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	3	3	2	
Living Environment	13	13	10	5
Physics				
Global History and Geography	20	20	4	2
US History and Government	8	8	4	0
Foreign Language	0			1
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)	0	0	0	0				
Chinese Reading Test								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

ANSWER #1: Through ARIS, we have access to the ELA and Acuity results of any ELLs who attended middle school in New York City. The ESL teacher will be testing the reading comprehension levels of all students in the program in both English and Spanish.

ANSWER #2: After administering the LAB-R to the incoming students this year, and after analyzing the NYSESLAT scores from last year (2011-2012), the data shows the following: This year we had a total of thirteen students who needed to take the LAB-R. From those students, nine have beginner proficiency LAB scores, and all are new to the school system. One of our newcomers scored at the advanced proficiency level, while three others tested out of ESL services through the LAB-R. From last year, three students went up a level, while two dropped a level of proficiency. On the other hand, a total of 22 students who took the NYSESLAT remained at their previous level of proficiency. However, there was no evidence of any student testing out of ESL services last year.

The data also shows that across proficiency levels, students are the least proficient in the areas of reading and writing. As students progress from beginning to advanced, speaking and listening are the areas in which they are more proficient, while reading and writing consistently continues to score lower.

Lastly, data shows that from all of the 33 students who took the NYSESLAT in spring 2011, 5 failed to take it in the spring of 2012. The reasons these students failed to take the exam is due to the fact that they were/are considered LTA's or were Exempt due to IEP mandates.

ANSWER #3: These patterns affect instructional decisions in that, we as a school, are working together with the ESL teacher, to better incorporate literacy into the content-area classes, as well as incorporating a content-based ESL classroom. The patterns have also shown that students made a modest improvement in the reading and writing component of the NYSESLAT, whereas, many ELLs who took the test in 2011, made a significant jump in 2012 in the listening and speaking component.

ANSWER 4a: Students in ESL classes demonstrate that they are more proficient in speaking and listening with each passing year, while they show less growth in reading and writing. After reviewing the NYSESLAT results of 2012, data clearly shows that six ESL students in the 9th grade, five in the 10th grade, and eight in the 11th grade, scored at the proficient level in listening in speaking, whereas only one ESL student in the 10th grade scored at the same level in reading and writing. The data also demonstrates that most ESL students who scored at the beginner level across all modalities were in the 10th grade. Most ESL students who were registered to take the Regents exams last year, including those who were given the accommodations to take it in their native language, showed a very low passing rate in both English and their native language.

4b Based on results of the ELL Periodic Assessments, school leadership and teachers have formed inquiry teams, assigning teachers to watch over separate groups of 15 students. Each teacher, throughout the school year, meets regularly with his or her group of students to track their progress and help them maintain any momentum gained. Conversely, each teacher is charged with setting an invention program in motion for students they deem as being at risk.

4c. Teachers are increasingly data-driven in their planning, particularly with regard to the Periodic Assessment of ELLs. Specifically, we have learned that administrators must engage in dialogues with teachers, coordinators and guidance for information sharing on pedagogy for ELLs. This, in turn, results in professional development and team meetings in support of more of a more closely-aligned curriculum. For our freestanding, self-contained ESL program, all students are evaluated in their native language as per the mandated 25% native

language use in CR Part 154. This is accomplished through informal conversations in the native language to ascertain understanding.. The ESL teacher, guidance counselors, as well as other staff members and peers all contribute to this effort.

ANSWER #5: We do not have a Dual Language Program

ANSWER #6: We evaluate success based on our Regents results and graduation rate. Additionally, we use in-house periodic assessments to guide our instruction and intervention. Our goal is to work as a team to increase academic gains in the Latino population at the school. Part of this goal is to increase this subgroups pass rate on the Regents as well as to help more of our students to jump up to higher proficiency level. Additionally, we plan to focus on helping long-term ELLs test out.

### 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> <u>The School for Legal Studies</u>		<b>School DBN:</b> <u>14K477</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Monica Ortiz	Principal		1/18/13
Carla Heckstall	Assistant Principal		1/18/13
	Parent Coordinator		1/18/13
Beatriz Moreno	ESL Teacher		1/18/13
	Parent		1/18/13
Ronald Fernando	Teacher/Subject Area		1/18/13
Cecile Nicolas	Teacher/Subject Area		1/18/13
	Coach		1/18/13
	Coach		1/18/13
Sarah McCoy	Guidance Counselor		1/18/13
Lourdes Carmona	Network Leader		1/18/13
	Other		

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

**School DBN: 14K477**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

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

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

**Part A: Needs Assessment Findings**

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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.

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

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

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

## Part B: Strategies and Activities

---

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

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

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

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

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

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

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



## 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: The School for Legal Studies	DBN: 14K477
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: 62
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 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: 5
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 4

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The school currently has a stand alone ELL program. Instruction for content area subjects are offered in English only. The majority of our students are at the beginners and intermediate level where three of the seven periods are used for mandated ESL/ELA classes. Students at this level have difficulties in their content areas putting them at risk of failing their classes and therefore not accumulating the required credits need for graduation. Students at the advanced level need extra support to pass the NYSESLAT and English Regents. The The school will offer targeted intervention assistance for all identified ELL students. The supplemental program is designed to provide assistance to ESL students after school to work on the coursework provided by their subject teachers. The ESL teacher, with the assistance of two content area teachers, will meet the students every Tuesday, Wednesday and Thursday, between 2:50 PM and 3:50 PM starting November 21, 2012 through June 15, 2013. Instruction will be provided in English. Resources currently available (content books, CastleLearning) will be used by ESL teacher and subject teachers.

### Part C: Professional Development

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

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

Begin description here:

The school does not have ESL content area subject teachers (Social Studies, Math, Science and English) to provide instruction to ELL students. In order to support our teachers with instructional practice, we will provide professional development in ESL strategies and differentiation for ELL students. The ESL teacher will also receive continued training in differentiation of instructional practice to address the diverse levels of students in the class. Training will be provided by internal/external personnel. CITE will be the external provider and will provide services during the school day. Internal training will be provided by the Assistant Principal of Humanities.

### Part D: Parental Engagement Activities

**Part D: Parental Engagement Activities**

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

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

Begin description here:

The main focus of the school is to increase parental outreach and provide parents with important information regarding the academic status of his/her child. Since our ESL program is small, family events cater the entire school population and are scheduled through out the school year.

Workshops graduation requirements, and college applications are conducted in both English and Spanish.

ESL/Computer training and training on the use of ARIS and JupiterGrades.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <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> <li>• Additional curricula, instructional</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$

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