



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: BRONX HIGH SCHOOL FOR LAW AND COMMUNITY SERVICE

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

PRINCIPAL: MICHAEL BARAKAT

EMAIL: MBARAKAT@SCHOOLS.NYC.GOV

SUPERINTENDENT:

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Michael Barakat	*Principal or Designee	
Ryan Spass	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
Nelly Lopez-Alvear	DC 37 Representative, if applicable	
<ul style="list-style-type: none"> • Terrance Morgan • Brittany Ellis 	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Daisy Weisbaum	CBO Representative, if applicable	
Michele Lukelitch	Member/SLT Chairperson	
	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.

- OPTS Tax Levy Funds have been utilized to procure classroom resources and consumables that allow students to access content materials in both English and Spanish, whenever possible.
- Title I Priority Funding has been encumbered to fund before and after school per session intervention/tutoring services and weekend programs
- Title I funding has been allocated to professional development of staff in identified areas.

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

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

Major Recommendation

- Use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

 X 3.2 Enacted curriculum

 X 3.4 Teacher collaboration

 X 3.3 Units and lesson plans

 X 3.5 Use of data and action planning

Annual Goal #2

- Teachers will engage in at least five formal meetings to discuss, assess and modify pedagogical and assessment practices to better meet the needs of their respective students towards achievement in the course and on state-mandated assessments.

Instructional strategies/activities

- The research-based instructional strategies and activities that will be used to achieve this goal are:
 - The following strategies and activities
 - Teachers will engage in the identification of groups of students to target for interventions based on an analysis of needs/performance, develop concise and explicit action steps, engage in follow-up/reassessment conversations and monitor students attendance and class performance
 - Teachers in the Mathematics Department will engage in ongoing collaboration and planning that will encourage student achievement in this content area. In addition to inquiry based work utilizing student work and data generated by formative, summative and criterion-based assessments, teachers will evaluate their use, implementation and modifications of the Agile Mind, a literacy-based math curriculum aligned with CCLS, in terms of students' needs and the demands set forth by the NYS Standards/Assessments and CCLS.
 - Teachers in the arts, ELA and Social Studies will engage in professional development and presentations conducted by the Lincoln Center Institute to enhance their abilities to critically interpret a variety of media in their respective content areas and thereby provided an additional access point for all students.
 - Teachers in designated content areas wherein student proficiency levels are consistently rising will receive training from the College Board's Advanced Placement Institutes to further to foster the development of courses and curriculum that engage students in rigorous college preparatory instruction and increase their performance on culminating exams.
 - After-school and Saturday tutoring sessions to provide additional support and remediation for students who have been identified as receiving the designation of Level 1 or 2 on Grade 8 exams in mathematics, social studies and science. These interventions will be driven by student performance and be focused on addressed targeted needs based on the data teachers generate via formative and summative assessments.
 - The key personnel and other resources used to implement these strategies/activities will be the Administration and the Guidance Department.
 - We aim to increase student credit accumulation by 10% over the 2011-2012 school year. The progress, effectiveness and impact of the strategies and activities will be evaluated via Skedula and student progress towards this goal. To involve teachers in the decision-making process, post-observation and individual scholarship report conferences will be conducted to give timely feedback relevant to achievement of the aforementioned goal.
 - The strategies/activities will be implemented throughout the academic year.

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

We will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal as follows:

- Tax Levy Funding and Title 1 Priority Funding funding has been utilized to finance the procurement of three Assistant Principals to monitor the ongoing progress of students and to address the ongoing professional development needs of teachers, specifically the procurement of curricular and professional development services provided by Agile Mind.
- NYSTL funds, Title 1 Priority Funding and Tax Levy Funding has been utilized to finance the procurement of curriculum that seeks to better engage students in learning, address differentiated needs and move them forward, specifically the services of the Lincoln Center Institute that engaged students in different forms of media within the content areas and provides teachers with professional development and materials and the service of the College Board's Advanced Placement Training Institutes to address the needs students who demonstrate the needs for greater academic challenges.
- NYSTL funds and Tax Levy Funding has been utilized to procure texts that allow students to access the content materials in both English and Spanish whenever possible.
- OPTS Tax Levy Funds have been utilized to procure classroom resources and consumables that allow students to access content materials in both English and Spanish whenever possible.
- Title I Priority Funding has been encumbered to fund before and after school intervention/tutoring services and weekend programs

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

- Use data to set measureable learning goals for students to consistently target their needs, track their progress, and improve outcomes.

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

- Increase ELL proficiency in Living Environment by 25%

Instructional strategies/activities

- The research-based instructional strategies and activities that will be used to achieve this goal are:
 - i. Addition of an Assistant Principal ESL to facilitate a comprehensive ESL professional development strategy
 - ii. Daily common planning period for all teachers
 - iii. Teachers in the Science Department will engage in ongoing collaboration and planning that will encourage student achievement in this content area. In addition to inquiry based work utilizing student work and data generated by formative, summative and criterion-based assessments, teachers will evaluate their use, implementation and modifications of the curriculum in terms of students' needs and the demands set forth by the NYS Standards/Assessments and CCLS.
 - iv. Teachers will engage in the practice of developing a curriculum utilizing the Atlas Rubicon curriculum to ensure units are aligned to common core state standards and the demands put form by current NYS assessments.
 - iv. School-wide inter-curricular inquiry team meetings
 - v. After-school and Saturday tutoring sessions to provide additional support and remediation for students who have been identified as receiving the designation of Level 1 or 2 on Grade 8 exams in mathematics, social studies and science. These interventions will be driven by student performance and be focused on addressed targeted needs based on the data teachers generate via formative and summative assessments and will be overseen by the respective departmental Assistant Principal.
 - vi. Spring recess enrichment program
- b) The key personnel and other resources used to implement these strategies/activities will be the Administration, the ESL pedagogical staff, the Living Environment teachers, and the Guidance Department
- c) We aim to increase our passing rate for the ELL population on the Living Environment Regents. Twenty-five percent or more ELLs will score 65% or higher on NYS Living Environment Regents Exam. This will result in a 5% increase from 2011-2012 to 2012-2013.
- d) The strategies/activities will be implemented throughout the academic year.

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

We will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal as follows:

- Tax Levy Funding has been utilized to finance the procurement of two highly qualified Living Environment teachers.
- Tax Levy Funding has been utilized to finance the procurement of a highly qualified Assistant Principal for ESL.
- Tax Levy and Title I Priority Funding funds have been utilized to provide for teacher per session for extended day learning and Saturday AIS programs those students designated as Level 1 or 2 on middle-school level NYS assessments
- Title III funding has been utilized to finance the procurement of Advantage Learning, a computer-based writing and analysis program aimed at improving the development of ELL writing and comprehension skills.
- NYSTL funds have been utilized to procure texts that allow students to access the content materials in both English and Spanish.
- OPTS Tax Levy Funds have been utilized to procure consumables that allow students to access content materials in both English and Spanish.
- Title I Priority Funding will be utilized to fund before and after school intervention/tutoring services

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

- Develop partnerships and programs that contribute to the social emotional development of individual students, a positive school climate and a culture that fosters and increases students’ motivations to achieve at higher levels so as to facilitate the pursuit of post-secondary.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Increase the opportunities for students to participate in programs that foster both academic and social-emotion development

Instructional strategies/activities

- The research-based instructional strategies and activities that will be used to achieve this goal are:
 - a)
 - i. Build a Men of Strength program to complement and enhance the already existing Women of Strength program
 - ii. Continue to lend full support to the Campus-wide JROTC in order to ensure that students received the full benefits of the program
 - iii. Access opportunities with local post-secondary institutions, i.e. Fordham University
 - iv. A continued and further development of the partnership between the Bronx DA’s Office, Simpson Thatcher and Hogan Lovells to further promote the development of the career-based education focus in the fields of law and law enforcement.
 - v. The procurement of and training in the use of Ferguson’s Career Guidance Center for the guidance department and students.
 - vi. Three guidance counselors are in place and follow students from their freshman year through to graduation
 - vii. The assignment of an ELA teacher to assist students with the planning of post-secondary options and opportunities. Said teacher will also provide assistance with student completion of college applications and relevant documents to successfully execute the process.
 - viii. The procurement of professional development for staff in our CTE-based elective courses, the college readiness teacher and the guidance department that will assist in the planning of students’ postsecondary pathways.
 - b) The key personnel and other resources used to implement these strategies/activities will be a select group of teachers, administrators and relevant school staff
 - c) Student academic performance, attendance and behavioral/incident reports will be utilized to determine the effectiveness and impact of the strategies and activities. Teachers will be utilized in the decision-making processes through recommendations and will also be called upon to assist in the facilitation of specific activities and to co-advise programs.
 - d) The strategies/activities will be implemented throughout the academic year.

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

We will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal as follows:

- Tax Levy Funding has been utilized to finance the procurement of two highly qualified JROTC teachers.
- Tax Levy Funding and Title 1 Priority Funding has been utilized to finance the on-going maintenance of three Guidance Counselors.
- Title 1 Priority Funding will be utilized to procure software pertaining to college and career planning for students
- Title 1 Priority Funding will be used to procure professional development of guidance counselors and the college readiness teacher to better support students post-secondary needs and desires.
- NYSTL funds have been utilized to procure texts that allow students to access the content materials in both English and Spanish.
- OPTS Tax Levy Funds have been utilized to procure supplies that facilitate the implementation of the aforementioned programs
- Title I Priority Funding will be utilized to fund before and after school intervention/tutoring services as well as Saturday programs for students

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

- Maintain the open-door policy to parents and increase opportunities for families to take part in positive interactions with their children

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Increase the opportunities for families and students to engage with the school and the community

Strategies to increase parental involvement and engagement

- The research-based instructional strategies and activities that will be used to achieve this goal are:
 - i. Maintain the relationship with NY Cares and other community based organizations to increase the opportunities for students to take part in community service activities
 - ii. Incorporate programs that allow families to share in students’ achievements such as quarterly awards ceremonies, the Annual Awards Gala and the creation of a National Honor Society chapter.
 - iii. Continue the use of the service provided by Good Shepherd, a CBO that provides counseling and outreach services to students and their families.
- b) The key personnel and other resources used to implement these strategies/activities will be a team of teachers, a community associate, a parent coordinator and a CBO.
- c) Teachers and other relevant staff members assist in the development and execution of these activities as well as participate.
- d) The strategies/activities will be implemented throughout the academic year.

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

We will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal as follows:

- Tax Levy Funding and Title 1A has been utilized to finance the on-going maintenance of three Guidance Counselors to ensure that parents have access to an individual that can convey firsthand knowledge of a child’s academic and social-emotional growth
- NYSTL funds have been utilized to procure texts that allow students to access the content materials in both English and Spanish.
- OPTS Tax Levy Funds have been utilized to procure supplies that facilitate the implementation of the aforementioned programs
- Title I Priority Funding will be utilized to fund before and after school intervention/tutoring services as well as Saturday programs for students
- The services of Good Shepherd are provided via a grant.

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	Literacy Strategies, grade 9 block sessions, summer bridges, tutoring, CTT, Study Skills Program	For all students (Special Education, English Language Learners and General Population) in need of services, we provide the following: Small group instruction, one-to-one and small group tutoring. All freshmen are required to take a Study Skills class.	<ul style="list-style-type: none"> • During and after the school day • Additional preparatory/support classes after school • Saturday programs incorporated as needed.
Mathematics	Literacy Strategies, Agile Mind, a literacy-based math program, block sessions, summer bridge program, tutoring, CTT, Study Skills Program	For all students (Special Education, English Language Learners and General Population) in need of services, we provide the following: Small group instruction, one-to-one and small group tutoring during and after the school day, additional preparatory/support classes after school. All freshmen are required to take a Study Skills class.	<ul style="list-style-type: none"> • During and after the school day • Additional preparatory/support classes after school • Saturday programs incorporated as needed.
Science	Bi-Lingual teacher, materials, additional ongoing support in the form of tutoring after school, CTT, Study Skills Program	For all students (Special Education, English Language Learners and General Population) in need of services, we provide the following: Small group instruction, one-to-one and small group tutoring during and after the school day, additional preparatory/support classes after school. All freshmen are required to take a Study Skills class.	<ul style="list-style-type: none"> • During and after the school day • Additional preparatory/support classes after school • Saturday programs incorporated as needed.
Social Studies	TCI, ESL teacher push-in, CTT, Study Skills Program	For all students (Special Education, English Language Learners and General Population) in need of services, we provide the following: Small group instruction, one-to-one and small group	<ul style="list-style-type: none"> • During and after the school day • Additional preparatory/support classes after school • Saturday programs incorporated as needed.

		tutoring during and after the school day, additional preparatory/support classes after school. All freshmen are required to take a Study Skills class.	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		Counseling services are provided for at-risk students through the services of Montefiore, Good Shepherd, three guidance counselors and a social worker. The pupil personnel team reviews selected students to discuss appropriate intervention strategies with teachers. Individual and group counseling, academic advisement, and college advisement are provided for parents and students. Students and parents are advised and directed towards alternative placement and assistive social service program. Regular appraisal of student attendance is given to administrative staff and parents. Daily monitoring of identified at-risk students is provided as needed.	<ul style="list-style-type: none"> • During and after the 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 strategies and activities engaged in by the school that ensures staff is highly qualified include but are not limited to:

- Allowing teachers to engage in instructional activities based on observed/stated student needs and interests. For example, when it is determined that a number of students require remediation in order to develop the skills and strategies necessary to meet with success on various state-mandated assessment teachers leverage their rapport with students to encourage them to attend study sessions or afterschool tutoring.
- Teachers are welcome to present course ideas to the administration. As long as student interest exists, it contributes to the overall goals of the school and scheduling permits for it, these classes are developed. Currently this seen with the recent development of a publishing course, a Grade 9 study skills program and the Mock Trial/Moot Court teams.
- The ongoing discussion and creation of Advanced Placement and other courses that appeal to students who have completed the state-mandated requirements for graduation but who continue to seek academic challenges.
- The development and implementation of a Summer Bridge Program wherein students are able to get of “taste” of the expectations that will be faced with before they officially start BLCS in September. This also allows the teachers to gain some insight into the abilities of incoming students and prepare well in advance to meet their needs.
- Providing teachers with timely and relevant feedback in the form of emails and formal conferences pertaining to their classroom practices and procedures via frequent mini-observations and period-long formal observations
- Scholarship Report Conferences are conducted with each teacher to assess challenges and to identify successful practices that could be expanded upon to assist all students with meeting success.
- The development of teacher-led hiring committees to ensure that candidates are not only highly –qualified in their subject areas, but also share common beliefs about students and the learning process with those already working in the BLCS community.
- Partnerships with organizations such as the Justice Resource Center to assist in the development of law-based elective courses, internships and work opportunities that serve as motivation for students who have primarily chosen to attend BLCS because of a desire to enter the field of law once they have completed their education.
- Consistent implementation of common planning time into each teacher’s program.
- The possession of three assistant principals with various specialties that are available to teachers whenever the need arises.
- The greater portion of funds are allocated to the support of teachers in their respective classrooms, specifically the purchase of curricular materials, technology and other supplies essential to the development of a positive learning environment.

**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.

This School Parent Compact is in effect during school year 2012-2013

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

School Responsibilities

The Bronx High School for Law and Community Service will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows: The school will ensure that all teachers are permanently certified and that all teachers are teaching in their correct licensing areas. The school will provide weekly professional development sessions that focus on accountable talk, peer review, differentiated instruction, cooperative learning and meeting the needs of all students including ELL and special need students. Teachers will also meet on a monthly basis to collaborate and ensure that all lessons meet city and state standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held twice a year in both the fall and the spring terms.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports six times a year, after each marking period is completed, as well as after weekly case conferencing meetings if the situation determines the need to do so. These reports will contain academic, social and behavioral anecdotal, detailing student progress and specific needs. Parents whose children run the risk of failing to be promoted will be notified at the end of the semester to ensure that they are aware of their child's specific situation.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during parent-teacher conference days and nights. Staff will also be available before and after school as well as during a common period during the day, to meet with parents by appointment.
5. 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.;
6. Translate all critical school documents and provide interpretation during meetings and events as needed;

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of television their children watch and their social media usage
- Participating as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving to the extent possible, on policy advisory groups, such as being Title I, Part A parent representative on the school's school improvement team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

- As students, we will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically we will:
- Attend school regularly
- Seek out tutoring or additional academic support when I know I need it and encourage my peers to do the same
- Seek out the assistance of my guidance counselor or an adult I am comfortable speaking with in order to find solutions to my problems or gain information on resources
- Seek out the assistance of school staff members should I need to have my differences with others mediated.
- Do my homework every day and ask for help when I need to.
- Read a book or review my notes at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Additional Required School Responsibilities

The Bronx High School for Law and Community Service will:

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

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

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 Barbara Gambino	District 10	Borough Bronx	School Number 439
School Name Bronx HS for Law & Community Service			

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	452	Total Number of ELLs	61	ELLs as share of total student population (%)	13.50%
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Part II: ELL Identification Process

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

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

1. When a new student enters the school the Parent Coordinator and/or an assigned Guidance Counselor administers the Home Language Survey (HLIS) if that student is new to the New York City Department of Education and doesn't have a HLIS already on file. If the HLIS indicates that the student speaks a language other than English at home, the following steps are taken:

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

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

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

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

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

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

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

6. Our program models are aligned with parental requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual														0

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

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups										
	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	23	12	2	14	4	6	24	1	13	61
Total	23	12	2	14	4	6	24	1	13	61

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										25	18	5	10	58

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
TOTAL	0	27	19	5	10	61								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

A. Programming and Scheduling Information

receive ESL instruction in a separate location and are departmentalized.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

7. Teachers are assigned a common professional period for the sole purpose of engaging in inquiry and data analysis. During this time teachers are expected to not only examine the data from their own courses, but to also engage in inquiry within their respective departments and grade levels. The goal of this work is to identify common issues and develop common strategies to align the work individual teachers are engaging in and to better support student needs in light of the mandates set forth by Regents exams and the rigors of the content areas.

A large proportion of our ELL-SWD's are have been placed in CTT or SETTS as per incoming Grade 8 IEP information, teacher recommendation and/or students' demonstrated academic ability. Physical education and elective classes are open to all students regardless of placement as are all after school activities and classes.

Courses Taught in Languages Other than English ⓘ

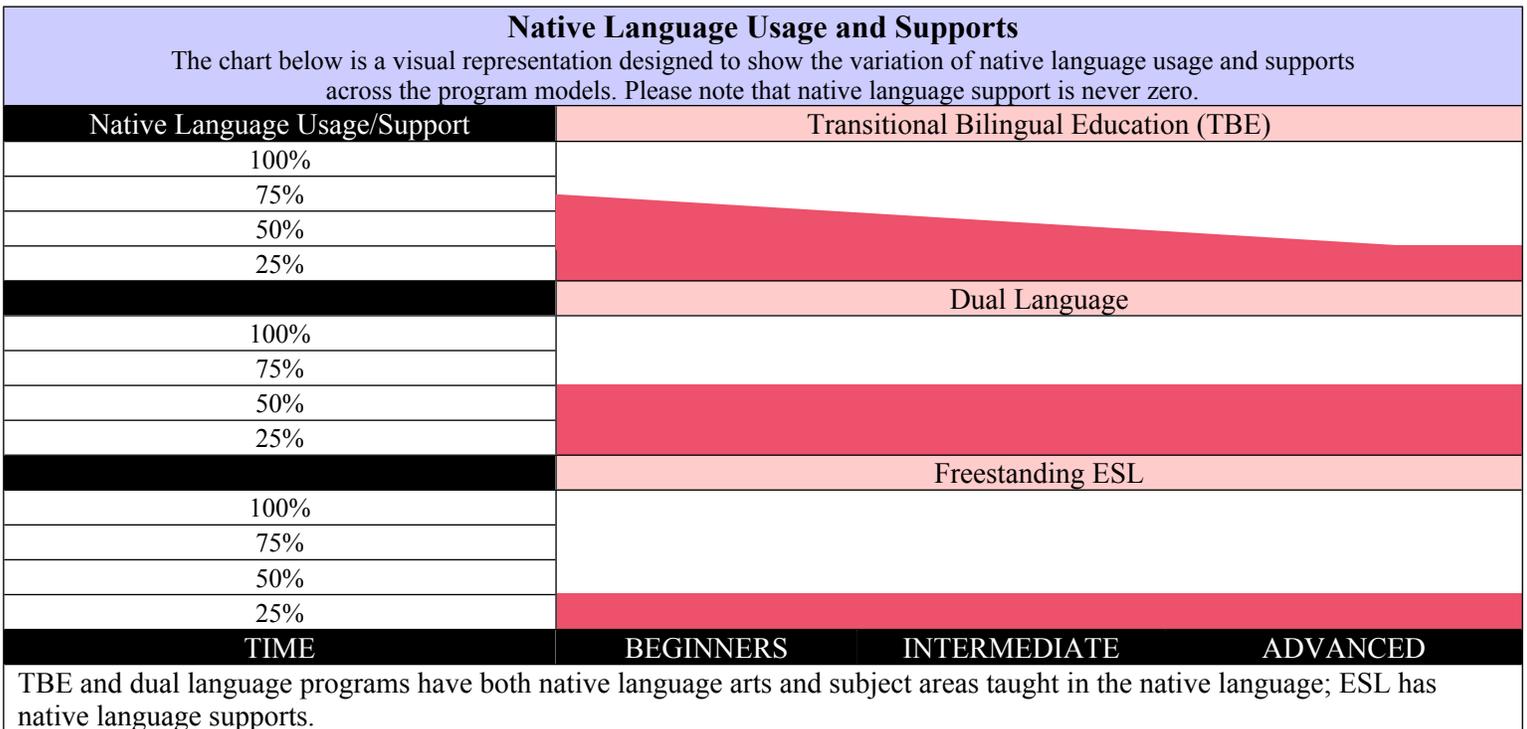
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



B. Programming and Scheduling Information--Continued

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

8. Our tutoring and scheduled intervention programs meet during sixth period, ninth period and tenth period. Students who are specifically targeted to attend these scheduled intervention programs are newcomers, long-term ELLs and SIFE students. These subgroups typically need this additional support in order to acquire the Cognitive Academic Language Proficiency (CALP) necessary to meet all graduation requirements and reach proficiency on the NYSESLAT. Teachers who have these designated times available are able to meet with the students individually or in organized groups developed according to the needs of the students. We have also scheduled our ESL teacher to push into a section of math and ELA to address the needs of incoming ESL students in this area and provide further supports. Time and funds have been specifically designated to providing for a four-day after school instructional program specifically designed to address the challenges ELL's face on the NYSESLAT. Additional support comes from the guidance department that engages in frequent outreach to parents and students to ensure consistent attendance to both the regular school program and the extended day programs. Intervention services are largely offered in English; however, if needed, additional support is provided in the native language.

9. Former ELL students receive all the testing modifications delineated in the New York State regulations for two years after being deemed proficient by the NYSESLAT. These accommodations include time extension on all exams, testing on in a separate location, a third reading of listening section on the ELA Regents exam, the provision of bilingual glossaries (all exams except foreign language exams), the simultaneous use of English and Alternative Language Editions for all exams except the ELA Regents or a LOTE exam, oral translations for lower-incident languages (i.e. Twi, Wolof), the writing of responses in their native language. Students are also placed in classes wherein additional support is given by the ESL teacher. Content area teachers are made aware of the status of transitional students and are given full access to a plethora of resources (dictionaries, bilingual/content-specific glossaries, modified texts, etc.) to further assist these students in meeting with continued academic success. Teachers' schedules have been designed to allow for collaboration between teachers, particularly between content area and the ESL teacher, to further enhance a teacher's abilities to assist transitional students. At BLCS collaboration has grown commonplace and frequently results in the creation of successful learning experiences for our former ELL students.

10. One of the new programs we evaluated and have decided to continue in is SIOP training for content area teachers to have a method to assist them in their work with ELL students and respective sub-groups. This year we are also committed to researching and purchasing materials, resources and technologies that will further support the four modalities represented by the NYSESLAT to assist ELL students in their content area courses. A literacy coach was hired to assist in the ESL and content area classes to address the literacy deficits these students face and which at times compounds the challenges of language acquisition. In addition, we are in the process of acquiring materials that will facilitate the acquisition and comprehension of content-specific vocabulary and concepts.

11. No programs or ELL services have been discontinued.

12. BLCS has a rigorous content-based curriculum in which students are engaged in intermediate and advanced level classes in all subject areas. Students also have the opportunity to participate in several law-related, ELA and study skills elective courses during their time with us. All students are given the opportunity to participate in tutoring and additional academic support classes, including coursework designed specifically to address preparation for Regents exams, during and after their regularly scheduled day. All students are given the opportunity to participate in afterschool enrichment and recreational activities such as the Art Club, a music program, flag football, basketball, mock

trial/moot court, etc. We view students' participation in these activities a means by which to further their personal interests maintain or improve their attendance levels and engage in activities requiring the use and application of language skills.

13. All ELL students receive services in the general education setting with heterogeneous classes. Classrooms are equipped with Promethean-boards, LCD projectors, and media carts. In order to enhance classroom content, programs such as Rosetta Stone and Classroom Inc. have been provided. At BLCS we have found that a range of technology, expertise and a myriad of software allows for greater flexibility to address the individual needs of students, particularly our ELL population. The existence of an intermediate and advanced ELL curriculum, supplemental resources for ESL and content area teachers and a professional development library designed with the needs of our teaching staff in mind further supports our ELL population. We anticipate an increase in the procurement of enhanced technology and an increase in offering professional development opportunities to support our content area teachers in meeting the needs of the ELL population.

14. All native language supports are organized and developed by the ESL teachers and our learning support organization, New Visions. Teachers are offered multiple resources to supplement their instruction which includes but is not limited to bilingual dictionaries, audio texts, video components to assist in the conveyance of concepts/skills, dual-language and/or modified English texts, etc. A literacy coach has been hired and given a schedule that allows her to visit and support teachers with ELL's in their content area classrooms as has the ESL teacher.

15. All required services, supports and resources are aligned with student grade levels and ages. Pedagogical staff and administration work together to examine materials to ensure that the materials that are procured for use by ELL's is consistent with the level of rigor found in the standard materials given to non-ELL students. The primary concern for all is that content is accessible and that it is presented in multiple modalities to address student learning style preferences and/or language strengths.

16. We hold a series of Parent Orientations and case conferences with students, both individually and as a group. Once a student is programmed, he or she quickly becomes acquainted with the school by receiving an introduction, a campus tour, and a meeting with his or her teachers. In the fall and the beginning of the spring term, a session is devoted to developing students' understanding of their programs and graduation requirements. Any student who enters during the time period between these sessions will receive this session individually. We have established a Summer Bridge Program that is open to all new incoming students. During the course of this program, students are scheduled to take an ELA and mathematics course to allow students to familiarize themselves with the expectations the high school classroom will put before them, to familiarize themselves with staff and their new environment, to allow for teachers to gather data and better understanding the strengths and weaknesses of incoming students, particularly SWD's and ELL's. Students are also afforded the opportunity to sit for the Integrated Algebra and English Language Arts Regents Examination if they have demonstrated a level of proficiency that will allow the student to meet with success on these respective exams.

17. BLCS offers Spanish as language electives as well as AP Spanish Language and Literature.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

E. Parental Involvement

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

1. All parents are encouraged to attend our monthly School Leadership Team and Parent Association meetings. We ensure that outreach for these meetings is done in the family's native language. In order to increase attendance of ELL parents at school conferences, Parent-Teacher Conferences and other school events, we have increased the use of the school's automated phone messaging service and one-on-one phone calls from our Parent Coordinator. Parent(s)/Guardian(s) of ELL's are invited to our semi-annual (September and February) ELL Parent Meeting wherein parental roles and rights are discussed as well as the mandates set forth by the State of New York including ESL instruction, the NYSESLAT exam and the accommodations students are entitled to on Regents exams. Parents are regularly invited to school awards functions.

2. We provide information about services outside of our facilities through our Parent Coordinator and Guidance Department in the family's native language. We encourage ELL parents to take advantage of all the resources afforded to them in our community and on our multi-school campus. Some of the outside agencies that provide services to our ELL parents and students include, but are not limited to, Bronx Borough President's Office, Committee on Special Education (CSE), Good Shepherd Services, etc. The partnership between our school and Good Shepherd Service is perhaps the one service that is most vital to the continued success of our ELL population as they engage in on going outreach and social-emotional support for at-risk students and those who have demonstrated gaps in attendance. They also coordinate outreach and support for the parents of these students and will connect them with outside agencies that can assist with the overcoming of the various obstacles preventing children from meeting with success at school.

3. The needs of the parents are assessed using a myriad of data sources that include but are not limited to the Learning Environment Survey, internal surveys designed by BLCS written in the family's native language, feedback given to the Parent Coordinator, feedback given to the Guidance Department, minutes from the School Leadership Team meetings, and minutes from the Parent Association meetings.

4. The feedback provided by parents at various times and contexts throughout the year is the basis for the development of parent involvement activities at BLCS. We schedule parent activities to occur at the times that parents find most convenience and encourage greater attendance that reflect the need these parents have to see their children succeed in their new school and country. These events are driven by the need all our parents and students have--the need to be a valued member of a thriving community. Their participation at the SLT and PTA meetings are also essential to the satisfaction of this basic need and to facilitate their participation we provide additional staff members to assist with translation.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										15	4	1	2	22
Intermediate(I)										7	8	3	5	23
Advanced (A)										5	7	1	3	16

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

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

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

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

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	22		2	
Integrated Algebra	34		6	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	32		6	
Physics				
Global History and Geography	10		1	
US History and Government	31		3	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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.

1. We have opted to create our own periodic assessment aligned to the Common Core Standards and ELA Regents examination. The questions on these baseline assessments are also aligned specific literacy and content area skills. Additionally, content area teachers are mandated to administer diagnostic examinations that are directly aligned to their respective Regents examinations. These assessments allow the pedagogical staff to determine both content area deficiencies and language barriers. It allows them to identify student strengths and weaknesses across content and hone in on the required skills/content that needs to be further developed to increase student proficiency levels.

2.& 3. Data from the LAB-R and NYSESLAT indicates that there is a significant increase in the number of students performing at the Beginning level of the reading and writing modalities. This trend is particularly true for a number of ninth graders. Overall student placement at the Beginner level has also increased over the past year. There also seems to be an increase in the number of students who have moved into the Intermediate level in the reading and writing modalities. Finally, more students continue to be proficient in the speaking/listening modalities. Consequently, the pedagogical staff has been informed of these findings and emphasis has been placed on addressing not only a student's needs in terms of content knowledge, but in the application and articulation of that knowledge in writing. In an effort to improve the reading and writing abilities of all students, we have mandated the implementation of a series of literacy strategies that directly impact these two modalities. The school-wide literacy strategy requiring the annotation of text and the strategy requiring students to read, reread and revise their writing is applied in all content areas and across grade levels.

4. ELL's continue to struggle with success on the Regents exam; however, teacher observation and data from the Spring 2011 ELL Periodic Assessment have revealed that these struggles may only partly reside in students' lack of content knowledge. The data indicates that students are having difficulty reading the text. Administration and teachers have begun the process of evaluating reading programs and language development programs that are able to be streamlined into students' current programs, address various literacy and performance levels and are age appropriate so as to ensure student engagement. Additionally, departments are meeting regularly to engage in an ongoing inquiry and strategic planning process wherein the needs of all students, but particularly the ELL's are looked into more deeply. During this process an administrator, the school's literacy coach and the ESL teacher are on hand to help assess the challenges faced by the students and work with the teachers to develop and support the classroom interventions.

5. A dual language program does not exist at BLCS.

6. We measure the success of our ELL students based on credit accumulation and moving forward towards language proficiency.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 52 **Network:** 562

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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: Bronx High School of Law and C	DBN: 10x439
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: 80
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: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 7

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 purpose of our Title III program is to support our ELLs academically. Our NYSESLAT and Regents data indicates that the majority of our English Language Learner population is a long-term ELL. Additionally, Regents and scholarship data indicates that ELL students are continuing to struggle in their content-area courses. In order to address these concerns, students will be served by an after-school tutoring program. All ELLs will participate in the after-school program. This includes newcomers and long-term ELLs at each level of English proficiency. Former ELLs who are missing Regents exams or credits will also be invited to participate in the program. This time will also be used to develop the literacy of our SIFE students. We are currently off our NYSESLAT AMAO target by 2%. Additionally, fewer than 20% of ELLs passed their Regents exams in all content-areas. To address both of these concerns, the After School program will focus on developing skills necessary to succeed on the NYSESLAT and Regents exams. Examples of topics covered during these tutoring sessions include: Essay Writing, Multiple Choice Strategies, Using Context Clues to Understand Unknown Words, Analyzing Primary Documents and Graphing. Students will be served Monday -Thursday from 3:00pm - 6:00pm. The tutors include seven content-area teachers, as well as a certified ESL teacher. The language of instruction during tutoring will be English, with native language support when available. Teacher per session rates @ \$50.19 per hour at 56 hours each is \$5,621.68 going toward direct instruction of ELLs.

In an effort to drive up Regents passing rates and meet our NYSESLAT AMAO, ESL teachers will use the My Access program to support and monitor writing development across the content-areas. My Access is an internet-based writing program that intelligently scores students based on the six-traits of writing: Focus, Development, Organization, Language Use and Mechanics and Conventions. Through the program, students will receive individualized feedback and tutoring plans. In addition, it will provide the teacher with a wealth of data on their students' ability. This data will drive the instruction at these tutoring sessions. In addition, in order to address the literacy needs of our SIFE students, cassette recorders will be used in the classroom by students learning to read. The listening and reading center will allow students to listen to a reading and record themselves reading. Students will begin to self-assess their reading, with a focus on phonics. The teacher will record data based on student recordings and use this data to drive reading instruction. The My Access Writing Program costs \$2,200, which combined with per session salaries totals \$7,821.68, is 70% of total Title III funds being used for direct student instruction.

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

Part C: Professional Development

Begin description here: The goal of the Title III professional development is to support all teachers in their instruction of ELL students. To this end, monies have been allotted for professional development sessions on the new program, My Access. The professional development for the My Access program includes two full-day introductory sessions on December 10, 2012 and December 11, 2012 that allow teachers to learn how to use the program and access important data reports. On-going support is provided by a Vantage Learning staff developer, Nina Hansen. Nina Hansen is a former teacher and certified staff developer with the Vantage Learning Program. An online training provided by Nina Hansen is scheduled for February 2, 2013 at 3 PM at no cost to Title 3. Support focuses on sharing and modeling effective instructional practices through observations and feedback meetings. This may also include a lesson demonstration by the staff developer. The staff developer will show teachers how to use data to drive instructional practice and increase student's writing performance.

In addition to the software professional development, teachers will receive a series of workshops on various topics pertaining to teaching English Language Learners. An assistant principal, who is a licensed ESL teacher, will provide bi-monthly 40 minute workshops from 10:05 AM to 10:45 AM on Wednesdays. Topics of these workshops include: Teaching Academic Vocabulary to ELLs in the Content- Area Classroom, Teaching Reading in the Content-Areas and Creating Access Points for ELLs in a Content-Area Lesson using the Universal Design for Learning. These professional development sessions will be on-going throughout the year. Topics will be based on the needs expressed by teachers and/or the needs that manifest themselves through an examination of student performance data. All ESL professional development records will be maintained by the assistant principal to ensure all teachers are in compliance with 7.5 hours of training as per Jose P.

We communicate with teachers about all upcoming professional development opportunities. Teachers are surveyed to determine on which topics they would like more training. The topic of the PD is put on the school calendar. We communicate via email about all Professional Development Session. Additionally, we email and create flyers advertising professional development opportunities outside the building such as QTEL.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents/Guardians are entitled to regular conveyance of information pertaining to their child's progress and placement in the school. The parents/guardians of these students will be informed in English and their native language regarding opportunities afforded to their children and the purpose of these opportunities via direct verbal communication and by letter written in English and the parent/guardian's native language prior to the commencement of the activity. Our parent coordinator, two of our guidance counselors and our school secretary are all native Spanish speakers. They translate necessary materials for our Spanish speaking parents. Additionally, we use DOE translation for our low incident languages. Additional communication will be made before the beginning of the second term to remind the parent/guardians of the program's continuance. Furthermore, these parents/guardians will

Part D: Parental Engagement Activities

be provided access to the real-time progress of their children via the online grade book and progress report tool, Skedula. This online program is the ESL teacher's primary form of communication with the parents/guardians of students in the program. The communication will be enhanced with phone calls home as needed to address concerns or to apprise parents/guardians of students' progress or lack thereof. Should the ESL teacher encounter a situation wherein she is presented with a language barrier, she will seek out translations services or a staff member who speaks a student's native language and is a licensed pedagogue. The administration, a community assistant, a parent-coordinator and a staff of three guidance counselors are available to address the needs, questions and concerns of the students' and parents/guardians' native language. Additionally, parent workshops (Common Core and the Implication of ELLs, ESL Rights and Regulations, ESL Assessment Accommodations) will be conducted by a licensed ESL teacher during PTA meetings. These will be offered at different times throughout the day in order to address parents' different schedules. One session will be held 9:00 AM - 10:30 AM. The second session will be held in the evening from 7:00 pm - 8:30 PM to accommodate those parents who work during the day. We will communicate with parents about this meeting, and all meetings, by using the translated phone master telephone system. Additionally, letters will go out in the parent's native language and information regarding the meetings will be emailed through Skedula to all students. Students will also be sent home with a letter to give to their parents in the case that our other attempts at outreach are unsuccessful. The rationale for these parent meetings, besides being in accordance with CR Part 154 is to inform parents of their rights as parents of ELL students. Additionally, it seeks to make parents of ELL students feel comfortable coming to school and interacting with their child's teachers and administrators. It also affords them an opportunity to build a network of support with other parents of ELLs.

Part E: Budget

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

Allocation Amount: \$11200

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

Part E: Budget

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

Allocation Amount: \$11200

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