



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE BRONX SCHOOL FOR LAW, GOVERNMENT AND JUSTICE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09x505

PRINCIPAL: MEISHA ROSS PORTER

EMAIL: MRROSS@SCHOOLS.NYC.GOV

SUPERINTENDENT: CARRON STAPLE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Meisha Ross-Porter	*Principal or Designee	
Samuel Noel	*UFT Chapter Leader or Designee	
Mildred Lebron	*PA/PTA President or Designated Co-President	
Charlice Trumpler	DC 37 Representative, if applicable	
Reneasia Speed	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Mikhaila Johnson	Member/Student	
Maria Marty	Member/Parent	
Mercedes De La Cruz	Member/Parent	
Hillis Peters Thomas	Member/Parent	
Vacant	Member/Parent	
Herbert Morgan	Member/Teacher	
Celeste Coleman	Member/Teacher	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

Prepare all students for college success.

Comprehensive needs assessment

- In order to meet the needs of the CCLS teachers will be working in teams to develop common core aligned units to meet the learning needs of all students.

Instructional strategies/activities

- Teachers will administer Regents Readiness and State Readiness exams in all courses that end in state exams. Teachers will maintain trackers and monitor student performance in specific skill strands.

Strategies to increase parental involvement

- Workshops will be provided so that parents are aware of the changes to curriculum to give parents strategies to support student learning.

Budget and resources alignment

- Indicate your school's Title I status: **X 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Principal/AP's will work with teacher teams to ensure this goal is met.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

Support and develop teachers through frequent observation, collaboration, and focus on student outcomes.

Comprehensive needs assessment

- In order to support teacher development to improve instruction across classrooms the Admin team will conduct frequent observations with a specific lens towards monitoring student performance and progress.

Instructional strategies/activities

- Our teacher leadership will pilot peer observations utilizing the Danielson Framework. AP's will also conduct mini observations and formals utilizing the Danielson Framework as the lens from which to give feedback.

Strategies to increase parental involvement

- Workshops will be provided and parents will be provided access to the online grading system to track student progress.

Budget and resources alignment

- Indicate your school's Title I status: X 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.

 X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Principal/AP's will work with teacher teams to ensure this goal is met.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

Foster a stable and effective learning community rich with common routines and rituals.

Comprehensive needs assessment

- In order to reduce the number of students removed from class we will work to continue to develop an efficient and effective Deans Office

Instructional strategies/activities

- The AP will hold weekly meeting with deans at which time deans will be expected to produce Weekly/Monthly Dean’s Summary Reports. We will target specific areas that often result in student removals:
 - Uniform
 - Cell Phone
 - Discipline Issues
 - Number of Teacher Referrals

Deans will receive monthly Performance Feedback based on their reports.

Strategies to increase parental involvement

- Parents will receive new policy around removals, deans will be in constant communication with parents of students removed from class.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Principal/AP’s will work with deans to ensure this goal is met.

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	Wilson Test Prep Credit Recovery	Small group, one on one, after school courses	After and before school, during the school day and on Saturdays
Mathematics	Test Prep Credit Recovery Tutoring, HWH	Small group, one on one, after school courses	After and before school, during the school day and on Saturdays
Science	Test Prep Credit Recovery Tutoring, HWH	Small group, one on one, after school courses	After and before school, during the school day and on Saturdays
Social Studies	Test Prep Credit Recovery Tutoring, HWH	Small group, one on one, after school courses	After and before school, during the school day and on Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Young Mens Group Anger Management Social Work Interns	Small group, one on one, after school	After and before school, during 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.

Our hiring practices are rigorous and surface the best fit candidates for our school. Every candidate must submit a teaching portfolio including resume and recommendation letters. Once reviewed using our portfolio rubric, the best candidates are called in for interviews. Interview panels are made up of the AP Instruction and other teacher leaders including department and grade team leaders. Additional staff members may also be called to serve on the hiring committee depending on the duties. After the interview, candidates are recommended for demo lessons. Demo lessons are done in front of a class of our students. Students are given feedback forms so that we can get their opinions as well as we consider each candidates rating. Once we have a finalist, the Principal and AP do a final interview and review of the candidate's credentials. We also provide ongoing professional development through our coaches, AP's and networks to ensure are teachers are highly prepared to meet the rigorous instruction the Common Core calls for.

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 Jonathan Green	District 09	Borough Bronx	School Number 505
School Name Bronx School for Law, Gov & Justice			

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

Principal Meisha Ross-Porter	Assistant Principal Stacey King
Coach	Coach
ESL Teacher Carolyn Kelly	Guidance Counselor Cynthia Glass
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Gail Smallwood
Related Service Provider	Other
Network Leader Jonathan Green	Other

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

D. School Demographics

Total number of students in school	765	Total Number of ELLs	48	ELLs as share of total student population (%)	6.27%
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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 student is first admitted to the Bronx School for Law, Government & Justice (LGJ), our Parent Coordinator meets with the said student and parent/guardian and administers the Home Language Survey (HLIS). If the Home Language Survey indicates that the student speaks a language other than English at home, or that the student has attended a school in a different country where English is not spoken, the Parent Coordinator calls the ESL Coordinator, Carolyn Kelly. At that time, Ms. Kelly who is ESL certified, conducts an informall interview with the student and family. This interview is conducted in English and their native language. If the student's family speaks a language that Ms. Kelly cannot translate orally, the translation unit is called to facilitate this interview. If deemed necessary, the student is given the LAB-R exam within 10 school days of initial enrollment as per CR Part 154. The exam is hand-scored and the student is then programmed accordingly by his or her guidance counselor. The LAB-R Report is monitored to verify that the placement was correct. Students' language proficiency is formally monitored by the NYSESLAT given to all ELLs over the course of a three-day period in early May.

2. LGJ offers a Free Standing ESL and Push In program for beginning, intermediate and advanced learners. In addition, we offer the same services during after school hours for four periods per week. Parents are introduced to our program offerings during the interview process mentioned in #1.

3. Parent Surveys are distributed during parent/teacher conferences and by mail. LGJ offers a Free Standing ESL program only; therefore Program Selection Forms are not applicable.

4. At the beginning of the school year parents/guardians receive entitlement letters in their native language and English. These letters indicate continuation or discontinuation of services. Parents are instructed to return a signed copy of the entitlement letter. A second letter is hand delivered to the student.

5. As previously stated, LGJ only offers a Freestanding ESL and Push-In program.

6. Please refer to question number 5 above.

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 Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							5	5	5	8	4	5	2	34
Push-In								3	0	3	6	1	1	14
Total	0	0	0	0	0	0	5	8	5	11	10	6	3	48

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	16
SIFE	1	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	31

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	7	0	1	11	1	2	30	0	9	48
Total	7	0	1	11	1	2	30	0	9	48

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	8	5	11	10	6	3	48
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	5	8	5	11	10	6	3	48

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

A. Programming and Scheduling Information

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?

1. LGJ has a free-standing ESL program servicing students in grades six through twelve through a Self-Contained program. Students in Grades 9-12 are grouped Ungraded and Heterogenously. Students in grades six and seven are serviced through both self contained and a Graded, Heterogenous Push-In program. English is the language of instruction in self- contained ESL classes.

2. The number of ESL instructional units that students receive is allocated as per New York State CR Part-154 regulation and determined by students' proficiency levels as indicated by their LAB-R or NYSESLAT scores. Students who are currently at a beginning level are offered the following supports: Push-In ESL with a licensed ESL teacher; 500 minutes of ELA instruction, IEP mandated Speech Therapy by a bilingual Speech Therapist and Related services (where indicated on a student's IEP). Students who are currently at the Intermediate level are offered the following supports: Push-In ESL with a licensed ESL teacher; a Free Standing ESL program for five periods per week; after-school Academic Intervention Services two to four periods per week. Students who are currently at the Advanced level are offered the following supports: Push-In ESL with a licensed ESL teacher; a Free Standing ESL program for five periods per week; after-school Academic Intervention Services two to four periods per week. In addition, Intermediate and Advanced level students are in ELA class one period each day (6th Grade has 7 periods per week total), five times per week. In addition, all Spanish native speakers are placed in a Native Language Arts course, one period each day, five times per week.

3. ELLs of all levels are in mainstream content area classes, which are taught in English. ELL students are in Mathematics, Social Studies, English and Science classes one period each day, totaling 250 minutes per week per content area. Content area teachers are trained in teaching strategies that work for ELL students such as: scaffolding, pre-teaching vocabulary and visuals and gestures. Content area teachers are expected to differentiate their lessons with tiered activities that allow students of all ability levels to learn the same essential concepts in different ways; and use adaptive technologies that modify the format of curriculum and/or assessment. In addition, the Assistant Principal will conduct joint formal observations in the content-area and teachers will receive recommendations and staff development to improve instruction for ELL students.

4. We ensure that ELLs are appropriately evaluated in their native language by first identifying their native language through the Home Language Survey which is administered during the initial interview process.

5a & b For newcomers, in addition to regular classroom instruction, we offer after school tutoring, Academic Intervention courses in ELA and Math for 8th grade students and ELA Regents preparation two times per week for high school students. When possible, tutoring is conducted with an ESL certified teacher and a native language teacher. In addition, students are prepared for ELA testing during their ESL class. Professional development support is provided to content area teachers of ELLs. A Saturday ELL Academy also takes place for newcomers to prepare them for the State Exams in ELA.

5c. For ELLs receiving service for 4 to 6 years, our goal is for them to not only attain proficiency, but to be prepared for the rigors of college coursework. Afterschool homework help and tutoring is available to all ELL students, as well as Saturday Academy courses for

A. Programming and Scheduling Information

test prep. Regents prep is also available for high school students and ELA/ Math Test Prep for MS Students.

5d. For Long-Term ELLs (completed 6 years), we offer peer tutoring and a Saturday ESL Academy where we focus on intensive NYSESLAT preparation and ELA Regents preparation. Teachers and guidance counselors maintain communication with the parents to discuss the program and student progress.

6&7. ELLs who are identified as having special needs are provided with any and all accommodations as per their Individualized Education Plan (paraprofessionals, testing accommodations etc.) Push-in ESL services are recommended, if possible, to reduce the time out of the general education classroom dependent on the Related Services, Special Education classes indicated on the IEP.

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:				

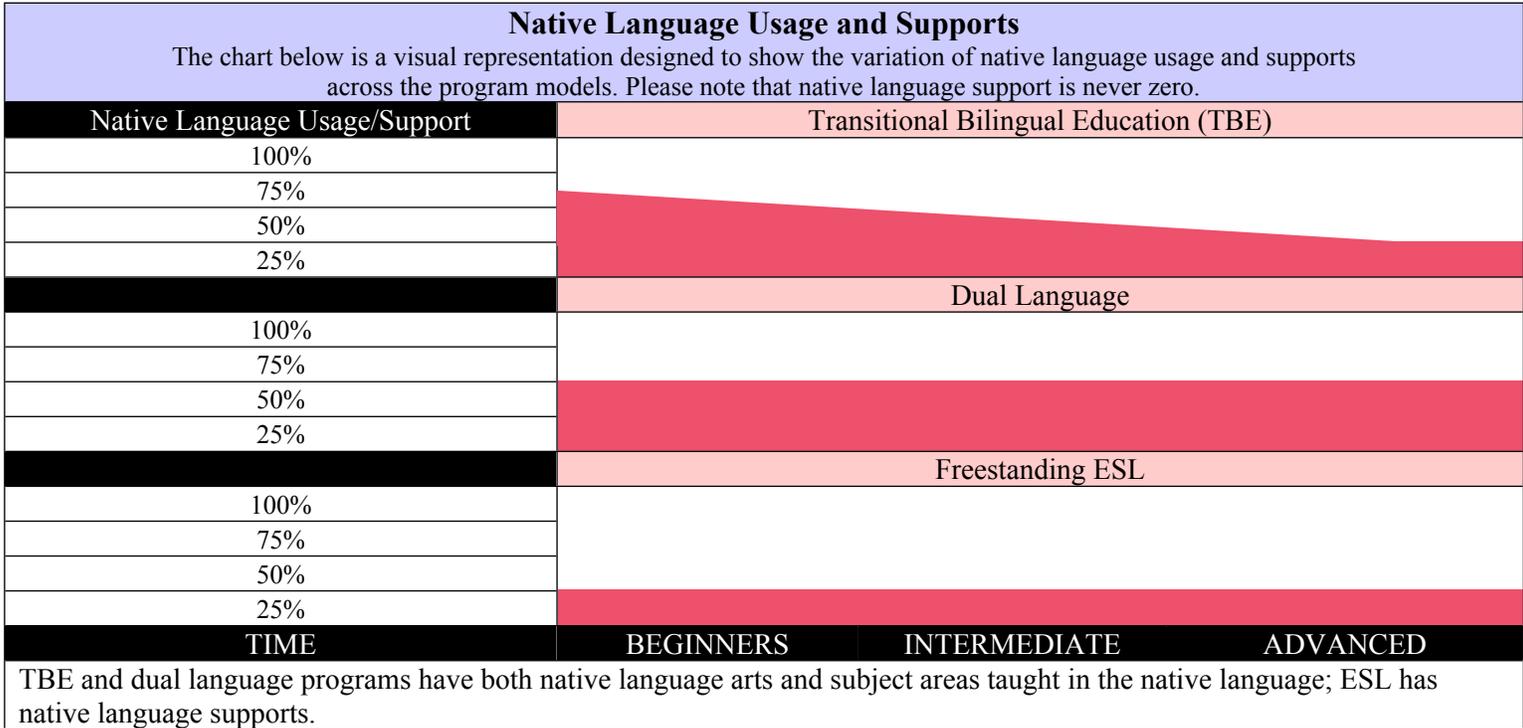
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
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. We offer an afterschool tutoring program for ELL students. At this after school program content area teachers tutor ELLs in all subject areas. Content area teachers will provide meaningful lessons that strengthen background information and promote the literacy of students. As previously described above, we also offer a Saturday School Academy to all ELL students for the purposes of test preparation for NYSESLAT, ELA Regents and MS ELA Exams.

9. We provide continuing transitional support for ELLs who have reached proficiency on the NYSESLAT. Tutoring is available after school for these students to maintain a level of support in their content area classes. In addition, all of their content area teachers are notified of their transitional status so that they may continue to receive appropriate testing accommodations throughout their two years of transitional status. Transitional students also continue to take NLA where available.

10. For the upcoming school year, we will continue the implementation of our Saturday School Academy for ELL students and our after school tutoring program.

11. No programs or services for ELLs will be discontinued.

12. ELLs are afforded equal access to all school programs both academic and extracurricular. In addition, they participate in afterschool clubs and sports programs.

13. The instructional materials used in the ESL program support the development of language acquisition across the content areas. The primary textbooks support the New York State standards for English as a Second Language in grades 6-12. Supplementary textbooks and the use of dictionaries, glossaries and content area books are also provided.

14. Native language support is provided in the ESL classroom. This is done by clarifying directions in students' L1 when possible.

15. Yes. The ESL curriculum is differentiated to support students' needs by age and grade level. The textbooks utilized are age appropriate and reflect lexile level.

16. Newly enrolled ELLs have the opportunity to attend the summer bridge program where students become familiar with the teachers, classrooms and staff in our building. A tour of the building is also offered at parent orientation or during the first week of student enrollment. We communicate all school rules, regulations and policies with parents/students in the student's native language. A list of ELL students is sent to teachers at the beginning of the school year so that they may identify a student immediately for modifications and supports as applicable.

17. Language electives offered to ELLs include Spanish as a NLA.

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)?

N/A

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 teachers and assistant principals will be provided with ongoing staff development, research based strategies to improve teaching and learning for ELLs. Assistant principals attend an in-house training as well as outside conferences to satisfy the mandated hours of ELL training. The assistant principal of foreign language maintains a record of satisfaction of mandated hours. Content area teachers will be trained on systematically teaching discipline-specific language (routines, questioning, and techniques to check for understanding). All teachers and assistant principals will be trained in second language acquisition and ESL teaching methodology. All teachers are encouraged to attend QTEL (Quality Teaching for English Language Learners) workshop. Assistant principals from all content areas will attend conferences on differentiating instruction for ELLs. They will be trained on the use of materials and ESL methodology in the content areas as well as interpreting data that impacts programming and teaching strategies. Additionally, this year the ELA teachers will engage in an inquiry study around differentiating instruction for ELL learners.

2. Ninth grade teachers will be provided with ongoing staff development on research based strategies to assist ELLs as they transition from middle school to high school. For example, teachers are trained on how to give instructions with clear expectations, provide sentence starters to help the students articulate, notetaking skills, and other strategies. The school support team also identifies ELL students who present as at-risk in the 9th grade based on scholarship, attendance and testing outcomes. Interventions are put into place to address student concerns in the 1st semester of the 9th grade year.

3. All teachers servicing ELLs must attend 7.5 hours of staff development related to the education and assessment of ELLs as per Jose P. Assistant principals will attend an in-house training as well as outside conferences to satisfy the mandated hours. Some of the topics covered during the training to complete mandated hours include: Identifying ELL students -Personal –Background information, Data-ARIS, A Guide to Teaching ELL Students ; Programs in New York State for ELL Students, Regents Statistics in the School for ELLs- and Lesson planning – Differentiation of Instruction for ELLs.

E. Parental Involvement

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

1. LGJ's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners. Parental involvement at LGJ is supported by the initiatives outlined below:

*Snapgrades.net – (An online, real time grade book of student progress) To encourage parent involvement and to support the academic success of all students, parents are given online access to Snapgrades.net. This program is web based, user friendly and provides academic information in both English and Spanish. SnapGrades.net enables both parents and students to check student grades, attendance and homework online from any computer.

*Each parent is also issued an ARIS login and password in order to keep track of their children's attendance, state test scores and credits earned towards graduation. Our goal is to have 80% or more of our parents logged onto ARIS and Snapgrades.net by the end of the 2011-2012 school year. To support these initiatives, we will continue to conduct parent workshops and training sessions in both Spanish and English to support parent use of these programs. Upon receiving an ARIS grant for technology, we have created an ARIS Computer Lab for Parent use. Parent access to our ARIS Computer Lab will further support our goal to increase parent involvement. We feel strongly that this will empower parents to be an integral part of their children's educational success.

*It is our goal to always make parents feel welcome at our school. To support this goal, we have created a Parent Room where parents meet with Teachers Guidance Counselors, Risk Counselors, and Social Workers for private conferences which are conducted in both Spanish and English as needed. In order to ensure that parents receive relevant and timely information about our school and about their children, we use many forms of communication. The following systems and practices are utilized when disseminating information about our school:

- School Messenger Phone System – Phone messages regarding student attendance, lateness, after school events and parent-teacher conferences are programmed through our School Messenger Phone System. Through this system we are able to call, text and email parents with important information in a timely manner. In addition, we send out all messages in both Spanish and English in order to better serve our student population.

- Skedula Emails – Administrators, Teachers, Social Workers and School Counselors can email parents and students through our Snapgrades system. This is especially useful when communicating academic progress and attendance. This can be accessed in both Spanish and English

- Consistent and Regular Mailings – As an additional measure of communication, we will often have school wide mailings (in addition to phone calls home and emails) to keep parents informed of ongoing school events. These mailings are provided in both Spanish and English.

- LGJ Parent Association Survey – We are providing all parents with a survey to determine how they would like to be more involved at our school. We hope to gain feedback from parents regarding what they want to see in our school as well as what they are interested in participating in. In doing so, it is our goal to increase parent communication and parent involvement within our school community. This too is provided in both Spanish and English.

2. LGJ partners with various agencies and CBO's in order to provide workshops for our parents. These include, but are not limited to, the college application process, Financial Aid Process, parenting workshops for parents of teenagers, etc.

3. Parents are surveyed in English and their native language to evaluate their needs and interests for parental involvement.

4. Based on parent surveys, we schedule parent meetings according to times that they prefer. Recent needs assessments have indicated a need for more support in the financial aid process. We also vary the time of these meetings, sometimes in the morning and other times in the evening, to accommodate schedules and meet the needs of as many parents as possible.

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)							1	1						2
Intermediate(I)							1	2	3	8	2	2		18
Advanced (A)							4	4	2	3	9	3	3	28
Total	0	0	0	0	0	0	6	7	5	11	11	5	3	48

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	3			5
7	3	5			8
8	2	3			5
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	2		2		1				5
7	2		5		1				8
8	2		3						5

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	1		1		1				3
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	3		1	
Integrated Algebra	15		7	
Geometry	2			
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1		1	
Living Environment	10		3	
Physics				
Global History and Geography	6		2	
US History and Government	1			
Foreign Language	6		6	
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)								

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
Chinese Reading Test								

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

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

1. As we are a 6-12 school, we systematically assess students literacy skills using the Acuity system. All students take two Interim Assessments and one Predictive exam each year in ELA class.

2. The patterns in student’s results in the four modalities across the proficiency levels and grades are as follows: the students are scoring higher in listening and speaking than reading and writing on the NYSESLAT. The students are developing their competence in Basic Interpersonal Communication Skills at a rapid pace. Using the city and state assessment data, it indicates that their Cognitive Academic Language Proficiency is not yet at par. Based on the NYSESLAT data, reading is the modality in need of the most improvement, followed by writing.

3. This data will affect the instructional decisions that we make. The implication for instruction is that our curriculum has to foster skills in reading and writing across the content-areas. The 2010 NYSESLAT data indicates that our students are weak in reading and in writing. In order to move students who are weak in writing to the next level, we use the following strategies: Shared writing, teacher modeling of writing, the writing process, differentiation of instruction, using data to drive instruction, ongoing assessment, graphic organizers, small group guided instruction, and peer conferences. Our school wide professional development plan has in mind our ELL students. As such, all teachers are engaging in inquiry studies around differentiated instruction as well as the creation of meaningful and targeted classroom assessments.

4. At each grade level we observe in test data that our ELLs are acquiring BICS, but have not yet developed CALP at a proficient level. Many of these students have low literacy levels in their L1, therefore our program offers NLA classes as a means of support to develop their literacy skills. Data shows that by the 11th and 12th grade students are reaching the advanced and proficient levels. Overall, test data for ELLs is comparable to that of the general student population. However, efforts are made to target interventions in afterschool and Saturday programs to combat the weaknesses in literacy skills evident in our ELL student population. In general our ELLs show greater success in the Math and Science exams. Test prep courses for ELLs focus on building academic language and strengthening vocabulary.

6. We evaluate the success of our ELLs primarily by reviewing our Graduation cohort data. We review the Regents Completion data for ELLs, as well as four and six year weighted graduation rates.

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: <u> x </u>		School DBN: <u>09x505</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Meisha Ross-Porter	Principal		1/1/01
Stacey King	Assistant Principal		1/1/01
Gail Smallwood	Parent Coordinator		1/1/01
Carolyn Kelly	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Cynthia Glass	Guidance Counselor		1/1/01
Jonathan Green	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: 505 **School Name: Bronx School for Law, Government**

Cluster: _____ **Network: UA**

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.

In order to assess our schools translation and interpretation needs, parents were administered the Home Language Survey and ATS reports were reviewed to identify the home languages spoken by students and parents. As an additional analysis, we carefully review student emergency bluecards which indicate the home language spoken. This information is then utilized within our school community when communicating with parents. As such, all written and verbal correspondance are shared with our school community in both English and Spanish.

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

Our data analysis indicates that out of 762 students 404 speak English and 339 speak Spanish. Since close to 50% of parents speak Spanish we make sure to communicate all correspondances in both English and Spanish. We also provide translators for parent-teacher conferences as well as day to day meetings with families who require translation services.

Part B: Strategies and Activities

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

All written nyc doe material will be provided to parents in their native language as provided on the DOE website. In addition, we have bi-lingual teachers, guidance counselors and assistant principals who provide written translation services in-house to our school. The same individuals also provide verbal translation services during our parent association meetings, parent-teacher conferences and all school-wide events.

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 (as described above) are provided in-house by our bi-lingual staff members. In addition, we utilized the School Messenger automated telephone service which sends out messages to members of our school community in both English and Spanish.

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>.

This regulations will be fulfilled using the methods described in the answers to the questions above.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Bronx School for Law, Gov.	DBN: 09x505
Cluster Leader:	Network Leader: Jonathan Green
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 42
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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

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 Bronx School for Law, Government and Justice offers a Saturday Academy for ELL students. All ELL students receive an invitation to attend. Classes meet from 8 am- 1 pm. The Academy builds on Day School instruction. The Program will run from March 2013 until June 2013. Instruction is comprised of two ESL teachers and two ELA teachers with the goal of providing ELL's with the skills needed for success on the NYSESLAT, ELA Regents (HS) and grades 6-8 ELA State Examinations (MS). We will purchase the program My Access, NYSESLAT and Regents Preparation materials for the Saturday Academy.

During the day school, all ESL instruction is provided in English by the ESL teacher. Focus areas include but are not limited to differentiation and scaffolding. Weekly Professional Development sessions provide the opportunity for the ESL teacher to work alongside content area teachers, on how to incorporate ESL targeted intervention strategies, into all disciplines. With the training received in Professional Development the content area teachers are able to implement lessons that will target academic deficiencies for ELL's.

Part C: Professional Development

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

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

Begin description here: The Professional Development will help support ELL's , low literacy and special needs students. Our staff has ongoing weekly Professional Development that occurs every Wednesday after school (September 2012-June 2013) from 2:05-3:25 p.m. These ongoing sessions have been created to ensure that all teachers are continually developing pedagogical skills that will best support the needs of our students. The topics at these sessions rotate, with ELL specific topics being meshed in throughout the year. All of our teachers attend these PD's, with our ESL teacher and Teacher Center Specialist, Carolyn Kelly, attending and also facilitating sessions. The session topics include differentiating lessons and activities for a variety of classroom learners, assessment, questioning and discussion techniques, among others. ELL specific session topics covered are as follows: Reading: Effective Classroom Practices for English Language Learners, Scaffolding Strategies, Strategies for Reading Across the Content Areas for English Language Learners, Active Reading Strategies. Writing: Post Reading Strategies for Organizing and Remembering, Strategies that Foster Thinking Before, During and After Reading. In addition to the Wednesday sessions, "lunch and learn" sessions are also hosted by our Teacher Center Specialist in the UFT Teacher Center located in our school building.

Part C: Professional Development

Our Professional Development model also uses Action Research to determine the issues that our students are currently having, ways to address these issues and methods of revising instructional practice to ensure that our students are currently mastering content and acquiring skills.

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: Parent meetings at LGJ focus on topics relevant to parents and students. The meetings occur the 3rd Wednesday of each month from 6-8pm. To ensure all families have the ability to play an active role in these meetings, we have Spanish-English translators at every meeting. Meetings take place once per month on average and last anywhere between one to two hours after school (depending on the topic). These sessions are facilitated by a combination of our Parent Coordinator, our Guidance Counselors and outside organizations that are brought in by our Parent Coordinator. Parents are notified of these meetings through phone messages, email blasts and backpacked handouts that go home with students in their native language. Throughout the school year, our ELL's parents meet in a separate location at our school where our Spanish Speaking School Counselor, Cynthia López-Glass hosts sessions on a wide range of ELL Parent specific topics. Topics include, but are not limited to: How you can best support your child's learning at home, What does your child's NYSESLAT score mean?, Goal setting and college and financial aid advisement, Using our on-line grading system Jupitergrades to monitor your child's academic progress. Through a parent survey administered and collected at the sessions, parents have an opportunity to suggest activities that will help them impact their child's academic success at our school. Our school social worker, who is also bilingual conducts a session with parents in the Spring on how parents can support the social and emotional needs of their child in order to support their academic needs.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)		

Part E: Budget

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

Allocation Amount: \$

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