



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** SECONDARY SCHOOL FOR LAW

**DBN (i.e. 01M001):** 15K462

**Principal:** ONEATHA SWINTON

**Principal Email:** OSWINTO@SCHOOLS.NYC.GOV

**Superintendent:** TAMIKA S. MATHESON

**Network Leader:** M. CRISTINA JIMENEZ

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Oneatha Swinton	*Principal or Designee	
John Yanno	*UFT Chapter Leader or Designee	
Jenine Corneal	*PA/PTA President or Designated Co-President	
Ellen Keating	DC 37 Representative, if applicable	
Shauntel Caton Cavani Diggs	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Felicia Holtzman	Member/ CSA	
Debbie Gonzalez	Member/ UFT	
Estefania Henmings	Member/ PTA	
Alicia Gabriel	Member/ PTA	
	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 which must be maintained on file at the school with the original SLT signature page.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

### **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### **All Schools**

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
	<b>School Leadership Team Signature Page</b>
<b>x</b>	<b>The SCEP Overview</b>
	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
<b>x</b>	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

**School Information Sheet for 15K462**

School Configuration (2013-14)					
Grade Configuration	06,07,08,09,10,11,12	Total Enrollment	389	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	34
Types and Number of Special Classes (2013-14)					
# Visual Arts	10	# Music	3	# Drama	N/A
# Foreign Language	24	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	74.7%	% Attendance Rate			85.3%
% Free Lunch	80.1%	% Reduced Lunch			7.1%
% Limited English Proficient	6.0%	% Students with Disabilities			13.5%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American			61.8%
% Hispanic or Latino	30.2%	% Asian or Native Hawaiian/Pacific Islander			2.3%
% White	4.3%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	2.34	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			3.1%
% Teaching with Fewer Than 3 Years of Experience	12.5%	Average Teacher Absences			7.7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	0.0%	Mathematics Performance at levels 3 & 4			0.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			6.7%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	74.6%	Mathematics Performance at levels 3 & 4			48.4%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			81.9%
6 Year Graduation Rate	81.7%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

**Accountability Status – Elementary and Middle Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

**Accountability Status – High Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### **Reflecting upon the 2012-13 SCEP**

Answer the following questions regarding the 12-13 SCEP				
<b>Describe the strengths of your school's 12-13 SCEP.</b>				
Goals are centered upon teacher effectiveness and improvement.				
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>				
Common Core, Danielson, pedagogy, Higher Order Thinking.				
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>				
Lack of resources in staffing, student attendance, funding.				
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>				
As highlighted in the Spring Quality Review, we are able to show improvements in all areas highlighted in the goals with a particular focus on teacher pedagogy in the areas of 1.1, 1.2, and 1.3 of the Quality Review Rubric. In addition, family and community engagement was improved through the use of Skedula, School Messenger, and the hire of a parent advocate.				
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>			X	Yes
<b>If all the goals were not accomplished, provide an explanation.</b>				
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>			Yes	X
<b>No</b>				

### **Developing the 2013-14 SCEP**

Answer the following questions regarding the 13-14 SCEP				
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>				
Community buy-in, student attendance, parental involvement, and funding.				
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>				
Credit accumulation, Regents proficiency, and performance task data for Literacy and Math.				
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>				
Professional Development, parent meetings, advisory, and Skedula.				
<b>Describe your theory of action at the core of your school's SCEP.</b>				
Organized systems and structures lead to sustainable school improvement. Improvement is made by consistent monitoring of data which includes, classroom data, observations, school-wide data, Progress Report, Quality Review, Learning Environment Survey, student data - feedback, advisory, and parent data – SLT.				
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>				
Intervisitations, Mentorship, Advisory, building leadership capacity, SLT involvement.				
<b>List the key elements and other unique characteristics of your school's SCEP.</b>				
Improved teacher pedagogy, alignment of curriculum to Common Core, unique extra curricula activities, and the development and restructuring of Advisory programs.				
<b>Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.</b>				
Consistent utilization of Instructional Lead Team, Danielson implementation, using all data sets to assess areas of need and determine trends.				

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
School leaders support teachers at various stages of their careers via professional development (PD) opportunities facilitated by administrators, the teacher effectiveness coach, the network and external options. Furthermore, school leaders make deliberate decisions to design and manage professional development as noted in the PD calendar. (4.1)							
<b>Review Type:</b>	QR	<b>Year:</b>	2012-13	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	P

### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an "X" the Standard(s) 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.			
<b>X</b>	<b>2.2 School leader's vision</b>	<b>x</b>	<b>2.3 Systems and structures for school development</b>
<b>x</b>	<b>2.4 School leader's use of resources</b>	<b>x</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By August 2014, through distributive leadership practices, we will increase the instructional capacity of teacher teams by demonstrating understanding of the Danielson Framework and through the sharing of best practices as demonstrated in teacher led professional developments.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<ul style="list-style-type: none"> <li>▪ <b>Strategies/activities that encompass the needs of identified subgroups</b></li> </ul> <ol style="list-style-type: none"> <li>1. Principal will expand the instructional cabinet to include a teacher in every core subject, in addition to a guidance counselor and dean</li> <li>2. All instructional leaders must write a minimum of 5 highly effective lesson to share with teacher team members and aid in growth</li> <li>3. All lead teachers will be provided with a new teacher to mentor to share best practices</li> <li>4. Team leaders will engage in a minimum of 6 inter visitations for the year to provide feedback to teachers with a lens on Domains 1 and 3 of Danielson</li> <li>5. Team leaders will participate in leadership trainings and participate in DOE JESA sessions</li> </ol>
<ul style="list-style-type: none"> <li>▪ <b>Key personnel and other resources used to implement each strategy/activity</b></li> </ul> <ol style="list-style-type: none"> <li>1. A staff developer through Replications will work with principal and team leaders once a week,</li> <li>2. Instructional support for Network 402 will support school</li> <li>3. Principal and Assistant principal will hold weekly meetings with lead teachers to monitor the weekly work of teacher teams</li> <li>4. All lead teachers</li> <li>5. DOE Talent Coach will meet with all instructional team leaders (10) and administrators on implementing the Teacher Effectiveness rubric</li> </ol>
<ul style="list-style-type: none"> <li>▪ <b>Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b></li> </ul> <ol style="list-style-type: none"> <li>6. Instructional rounds with team leaders focusing on domains 1 and 3</li> <li>7. Cabinet meeting updates from team leaders</li> <li>8. feedback from teacher team members reflecting on instructional progress and understanding of instructional initiatives</li> <li>9. monitoring of team meetings on google docs</li> </ol>
<ul style="list-style-type: none"> <li>▪ <b>Timeline for implementation and completion including start and end dates</b></li> </ul> <p>Leadership training beginning late August of 2013 to prepare lead teachers for working with content and grade teams.            Team members participate in training with staff developer to conclude in June 2014            Cabinet meetings with team leaders once a week with administrative team and staff developer</p>
<ul style="list-style-type: none"> <li>▪ <b>Describe programmatic details and resources that will be used to support each instructional strategy/activity</b></li> </ul> <p>Teachers engage in PD on a weekly basis every Wednesday as built into the schedule            Per session rate for teachers and assistant principal for weekly participation in cabinet</p>

Per diem rate to cover teachers during instructional rounds with Talent Coach  
 Grade and department inquiry teams meeting a total of 4xs a week and consisting of 100% of teachers, paras and guidance during circular six common planning time  
 Per session to cover mentorship time 2x a week for 2hours a week for 8 teachers or 10 months

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>x</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
<b>PF ELT</b>	<b>x</b>	<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
<b>PF Positive Behavioral Management Programs</b>		<b>PF RTI</b>		<b>x</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #2 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**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"Develop ways to differentiate lessons and their instructional materials and resources so that activities and materials support individual student needs" and "...focus on including writing skills which will make students "College Ready"

<b>Review Type:</b>	QR	<b>Year:</b>	2012-13	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	P
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**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) 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.

<b>x</b>	<b>3.2 Enact curriculum</b>	<b>x</b>	<b>3.3 Units and lesson plans</b>
	<b>3.4 Teacher collaboration</b>	<b>x</b>	<b>3.5 Use of data and action planning</b>

**Annual Goal #2**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 all core content area teachers will develop a minimum of 4 Common Core Aligned Units with both on demand and performance based tasks

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- All teachers will participate in professional development sessions focused on effective unit planning
- Admin will provide time during pd to allow for completion of all unit plans
- Systematic and organized collection of performance tasks 2 times each semester accompanied with student work samples reflecting proficiency of high, medium and low After school and lunch tutoring
- 

**B. Key personnel and other resources used to implement each strategy/activity**

- Instructional leaders,
- admin team,
- network points

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Collection of 2 CCSS aligned tasks for each department
- Feedback of units provided by admin team

3. Analysis of data collected through the administering of the MOSL exams in the fall and spring
4.
<b>D. Timeline for implementation and completion including start and end dates</b>
. 8/31 – Admin team meets with instructional leaders to communicate expectations in regard to goal #1.
. 9/9 – Structure for Professional Development was discussed by respective instructional teams for the purpose of meeting goal #2.
1. September – Network points meets with Admin team and instructional leaders to review process, which will include expectations called for by the DOE, set benchmark assessments for each unit, identify CCSS, as well as set calendar dates for the network team to return to support instructional leaders in rolling out plan that will include:
2. November/ December/ January – a series of classroom visits per dept. to support implementation of CCSS aligned units. Conduct post-observation conference where feedback will be given to teachers. – Instructional leaders, admin team, network points. Collection of 2 CCSS aligned tasks for each department
3. 1/30 – Instructional team meets with instructional leaders, admin team, and network team to review student work, note progress, and unit alignment. Work to plan next steps for implementation for next unit.
4. March/April/May – series of classroom visits per dept. to support implementation of CCSS aligned units. Conduct post-observation conference where feedback will be given to teachers. .
5.
6. June – meeting with network and administration to review student work, note progress in student performance – Instructional leaders, admin team, network points
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Carve out time during Faculty Collaboration every Thursday afternoon 2:00 -3:30 pm to focus on competency 3b; effective questioning and discussion techniques.
2. Instructional team leaders were chosen through a rigorous selection process for the purpose of supporting this goal.
3. Classroom inter-visitations with a strong focus on competency 3b; effective questioning and discussion techniques.
4.
5. Use of per session to train all teachers and support from the Network -
6.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
21 <sup>st</sup> century grant											
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>				
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>	<b>x</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>				
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>x</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>				

**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**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).											
Continue the use of a research-based framework to engage the school community in frequent observations to improve teacher practice, to support teacher development and impact student learning. (4.1)											
<b>Review Type:</b>	QR	<b>Year:</b>	2012-13	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	P				

**Tenet 4: Teacher Practices and Decisions**

Indicate using an “X” the Standard(s) 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.											
<b>x</b>	<b>4.2 Instructional practices and strategies</b>				<b>x</b>	<b>4.3 Comprehensive plans for teaching</b>					
<b>x</b>	<b>4.4 Classroom environment and culture</b>				<b>x</b>	<b>4.5 Use of data, instructional practices and student learning</b>					

**Annual Goal #3**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

100% of teachers will progress a minimum of one level in Domains 3 and 1 in respect to the engagement of all students by June 2014

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Admin will conduct a minimum of 6 observations to observe practices across competencies 1e and Domain 3 of the Danielson rubric
2. Instructional lead teachers will participate in a minimum of 6 inter visitations with admin to observe department teacher team members
3. Collection of all lesson plans during observations
4. Use of departmental meeting time allotted for teachers to plan lesson with colleagues
5. All teachers write a minimum of 5 highly effective lessons in accordance with the Danielson rubric

**B. Key personnel and other resources used to implement each strategy/activity**

1. Admin team
2. DOE Talent Coach
3. Replications staff developer
4. Network support
5. teacher teams

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Observations
2. Collection of lesson plans
3. Collection of student work.
4. Teacher artifacts
5. Collection of unit plans 4 times a year

**D. Timeline for implementation and completion including start and end dates**

1. September/October – two short classroom visits with feedback to each teacher to establish baseline
2. November/December/January – two addition classroom visits with feedback to each teacher
3. Fall/Spring – four to six in-school workshops/meetings to plan probative questions and discussion facilitation – including planning predictable student responses and possible teacher response
4. February – network/administration meeting to review progress of each teacher, develop supports as needed, revise PD plan as needed, arrange inter-visitations as needed
5. March/April/May – two addition classroom visits with feedback to each teacher
6. June – Admin team and network meet to review progress of each teacher.
7. Fall/Spring – video and record teacher’s teaching their classes and discuss alignment to critical attributes of Danielson domains 3 and 1.
- 8.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

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

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

PF Set Aside	x	Tax Levy	Title IA	Title IIA	x	Title III	Grants

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

**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**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

students cannot take full ownership of their learning and progress... (3.4)

<b>Review Type:</b>	QR	<b>Year:</b>	2012-13	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	P
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**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an “X” the Standard(s) 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.

<b>x</b>	<b>5.2 Systems and partnerships</b>	<b>5.3 Vision for social and emotional developmental health</b>
	<b>5.4 Safety</b>	<b>5.5 Use of data and student needs</b>

**Annual Goal #4**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.  
 Increase school wide student accountability for learning and progress through the redevelopment and restructuring of an advisory program

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- Pursue multiple avenues for on-going school-home communication such as: mailings, web postings, newspaper notices, phone calls, newsletters, student newspaper, marquee postings, student planners, directories, orientations, PTO meetings, flyers, and emails
  - Acquire and utilize up-to-date technology-based modes of communication such as Skedula, teacher homework blogs and webpages,, and podcasting
  - Update the LAW webpage, especially calendars and announcements, monthly
  - a) • Provide workshops for parents to inform them of parent involvement policies and procedures, academic standards and academic programs, federal/state/local assessments, and strategies for parents to promote student achievement and well-being.
- B. Key personnel and other resources used to implement each strategy/activity**
- Guidance counselor
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Report cards, progress reports, formative and summative assessments, performance tasks
- D. Timeline for implementation and completion including start and end dates**
- Year long advisory program commencing in October of 2013 and
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Use of title iii funding and pending grant to fund after school guidance position through per session funding

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

PF Set Aside	<b>x</b>	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.  
 21<sup>st</sup> Century grant

Indicate using an “X” the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement

**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**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Although the school plans to hire a parent coordinator within the next two years to increase parent participation and communication, the school is not yet gained traction to successfully partner with parents regarding aforementioned expectations.

<b>Review Type:</b>	QR	<b>Year:</b>	2012-13	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	P
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**Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) 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.

<b>x</b>	<b>6.2 Welcoming environment</b>		<b>6.3 Reciprocal communication</b>
	<b>6.4 Partnerships and responsibilities</b>	<b>x</b>	<b>6.5 Use of data and families</b>

**Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

To increase by 10% the attendance of PTA meetings and other school wide events by parents and family members.

**Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Host events and activities that bring parents and families to the school
2. Provide a variety of resources for parents
3. Communicate effectively and efficiently with parents
4. Create a school environment where parents and families gain a sense of community
5. Accommodate parents and families by being flexible

**B. Key personnel and other resources used to implement each strategy/activity**

1. Parent Coordinator
2. PTA
3. School Leadership Team
4. Workshop facilitators provided by the NYCDOE Division of Family and Community Engagement
5. Community Organizations (ie. NYS Higher Education Services Corporation, College Admissions Representatives, Health Care Providers, Law Offices)
6. 21<sup>st</sup> Century Grant participants

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Parent Surveys
2. Attendance at each event
3. Student achievement
4. Staff and Student Feedback
5. Additional Parent Support beyond the PTA E-Board

**D. Timeline for implementation and completion including start and end dates**

1. September- Back to School Night
2. October – Parent Workshop “College Prep”, Parent – Teacher Conference
3. November – Parent Workshop “Immigration”, College Fair
4. December – Parent Workshop “Financial Planning”
5. January – Homecoming & Family Night, Parent Workshop – “Understanding Common Core Standards”

6. February – Parent Workshop “Anger Management”
7. March – Parent Workshop “Cyber Safety”, Parent – Teacher Conference
8. April – Parent Workshop “Raising Children Who Study”
9. May – Parent Workshop “Computer Smarts”, Safety Meeting
10. June – Parent Workshop – “College Prep: Summer Edition”

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. All instructional workshops are 60-90 minute sessions, including question and answer periods
2. Use of 21<sup>st</sup> century grant to implement facilitators for workshops
3. Building time in the school day to administer surveys, which include school generated and NYS LES
4. Per session allocated for parent coordinator for a total of 40 additional hours for the school year
5. Per session allocated to family worker for a total of 20 hours for the year

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>x</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>x</b>	<b>PF Parent Engagement</b>
<b>x</b>	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Extended Day, regents prep	Small group instruction	After school During school day
<b>Mathematics</b>	Extended day regents prep	Small group instruction	After school During school day
<b>Science</b>	Extended day regents prep	Small group instruction	After school During school day
<b>Social Studies</b>	Extended day regents prep	Small group instruction	After school During school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling and Advisory	One-on-one or small group	During school day

**Title I Information Page (TIP)  
For School Receiving Title I Funding**

6. All elements of the *All Title I Schools* section must be completed\*.
6. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
7. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers are recruited through the NYC division for New Teacher Recruitment and vetted by students, teachers and when available, parents. New teachers are paired and mentored by senior HQ teachers and participate in intervisitations for instructional feedback

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Instructional staff members that are participants of the Common Core Fellows, including the principal, turnkey all PD and information learned in the program to all key stakeholders regarding common core implementation

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The school utilizes key staff members: college advisor, parent advocate, family worker and guidance counselor to ensure all students affected by these programs are provided adequate support ie: funding of senior dues, toiletries and personal items supplied and counseling services

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Assessments plans are made in collaboration with the administrative team and teachers who comprise the MOSL team

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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## **Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **Title I Parent Involvement Policy**

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

#### ***LIST ACTIONS***

2. *The Secondary School for Law* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
  - Convene an annual meeting for parents of participating Title I students, for the purpose of explaining the program offerings. This meeting will be held during the start of the school year, in conjunction with curriculum night, which is held sometime in October.
  - At this meeting, parents will be asked to volunteer to serve on a committee that will meet during the school year to help plan and review Title I programs.
  - Provide parents with the opportunity to meet with Title I funded reading, and mathematics teachers, in order to familiarize parents with curriculum, student assessment results, and make parents aware of the role parents must play in having children achieve proficiency levels.
  - Jointly develop, with parents, a parent involvement plan that outlines how parents, staff, and students will share ideas, and outline responsibilities which will enable participating Title I students to achieve higher standards. This will be reviewed annually at PTA and SLT meetings.
  
3. *The Secondary School for Law* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:
  - *N/A*
  
4. *The Secondary School for Law* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - *The evaluation will be conducted by members of the SLT. The SLT will issue a survey and the results will be reviewed at subsequent SLT & PTA meetings when parent comments will be solicited.*
  
5. *The Secondary School for Law* will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. The State’s academic content standards;
    - ii. The State’s student academic achievement standards;
    - iii. The State and local academic assessments including alternate assessments;
    - iv. The requirements of Title I, Part A;
    - v. How to monitor their child’s progress; and
    - vi. How to work with educators.
    - *Evening workshops held in conjunction with PTA meetings.*
  - b. *The Secondary School for Law* will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
    - *Developing a parent handbook and distributing it to all parents.*
    - *Distributing course descriptions, etc. to familiarize parents with academic requirements.*
    - *Evening workshops conducted by teachers and other staff as well as community based organizations.*
  - c. *The Secondary School for Law* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners,

in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

- *Workshops will be conducted in conjunction with regularly scheduled professional development.*
- d. *The Secondary School for Law* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- *Translate all mailings as necessary.*

### **Adoption**

This School Parental Involvement Policy and the School Parent Compact have been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership and PTA Meetings on October 24, 2013.

This policy is adopted by *The Secondary School for Law* on 10/24/13 and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title I parents each year.

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

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

## **School Parent Compact**

### **School Responsibilities**

*The Secondary School for Law* will:

⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- *Utilize certified Teachers.*
- *Provide ongoing training and professional development.*
- *Maintain Literacy Coach.*
- *Provide additional support through supplemental instruction and extended day activities for students to prepare for state examinations.*

⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- *Parent Teacher conferences will be held October and February per citywide calendar.*

⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- *Report cards are provided to parents 6x/year. 2x/year in person; 4x/year mailed.*
- *Additional cutting/attendance reports for students with attendance/lateness problems.*

⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- *Staff will be available for consultation at parent-teacher conferences and by appointment.*

⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

- *Parents will be allowed to volunteer, participate and observe classroom activities during the school day by prior arrangement with the Principal.*

## **Parent Responsibilities**

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

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

## **Student Responsibilities:**

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

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>462</b>
School Name <b>Secondary School for Law</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Oneatha Swinton</b>	Assistant Principal <b>Felicia Holtzman</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>type here</b>	Guidance Counselor <b>Debbie Gonzalez</b>
Teacher/Subject Area <b>Carina Hedglin</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Yelena Shtyrkalo</b>	Parent Coordinator <b>Denise Copeland</b>
Related Service Provider <b>Susan Reisman</b>	Other <b>Enid Hiers</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>0</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>397</b>	Total number of ELLs	<b>8</b>	ELLs as share of total student population (%)	<b>2.02%</b>
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## Part II: 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 type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	2

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	6			0			2			10
Total	6	0	0	2	0	0	2	0	0	10

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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										1	4	1	2	8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	1	4	1	2	8

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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	0			1

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

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

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 (SWD)					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 (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		2	
Integrated Algebra	1			
Geometry				
Algebra 2/Trigonometry	2			
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2		2	
Physics				
Global History and Geography	4			
US History and Government	2		2	
Foreign Language	2		2	
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								

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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

A close examination of the 2013 New York State English as a Second Language Achievement Test (NYSESLAT) sub-test scores in each of the four language modalities indicates that some of our ELLs need to improve their reading and writing scores in order to meet the rigorous state and city standards. 2013 NYSESLAT subscores in speaking and listening modalities showed that the majority of our ELLs are proficient in this area but that their reading and writing still requires development. This data drives instruction in the ESL classes where reading across content areas is the focus.

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data patterns reveal that the majority of our ELLs are at an intermediate level of proficiency.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

At this time 2013 modalities are not available.

4. For each program, answer the following:
  - a. 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?

ELLs for the most part opt to take tests in English while native language tests are offered to them. ELLs utilize glossaries and dictionaries as well as looking at translations of test questions in native language although they typically answer in English. Currently our school is not using ELL periodic assessments as our ELL population is 3% of our enrollment.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Classroom libraries include a variety of books in students' native language.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Classroom libraries and instructional texts, handouts and resources are translated into native languages of ELLs.

7. 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?

Paste response to questions here

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
In order to evaluate the success of our programs for ELLs, we look at our ELL students AYP, state test scores, anecdotes from

teachers and report card and transcript data.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
When a new admit enters the Secondary School for Law, the parent is asked to complete the Home Language Identification Survey at registration, including the informal oral interview in English and in the native language when possible. Felicia Holtzman, Assistant Principal, oversees this process, and then reviews the home language survey. Ms. Holtzman also administers LAB R tests when necessary.
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.  
If the HLIS indicated that a language other than English is used in the home, Ms. Holtzman meets with the parent for an informal oral interview. At the time of the interview the three program choices: transitional bilingual, dual language and free standing ESL are explained and presented to the parents to select which program they want their student to be enrolled in. The student is then administered the Language Assessment Battery-Revised (LAB-R) within 10 days of registration. Ms. Holtzman, Assistant Principal, ensures that the LAB-R is conducted in the timeline allotted. The LAB-R determines whether a student is to be placed in an English Language Learning program or has reached proficiency in English.

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

In the past few years, most of our incoming ELLs have come from another NYC school through the middle school and/or high school articulation process. Their records indicate that their parents have chosen a free standing ESL program for them in their previous school. Therefore, we are honoring parent choice.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per

CR Part 154 [[see tool kit](#)].)

Entitlement letters are distributed at the time of parental interviews and once returned are secured in the records room in the attendance coordinator's office.

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.

If the HLIS indicated that a language other than English is used in the home, Ms. Holtzman meets with the parent for an informal oral interview. At the time of the interview the three program choices: transitional bilingual, dual language and free standing ESL are explained and presented to the parents to select which program they want their student to be enrolled in.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Trained and certified ESL instructors administer all sections of the NYSESLAT each year in accordance with NYS test regulations.

6. 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.) 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. 

Over the course of the past two years, the trend in parent requests have been for students to be enrolled in a free-standing ESL program. Our ESL program is aligned with parental requests as free-standing classes in ESL have been the primary selection families of ELLs have made in recent years.

In the past few years, most of our incoming ELLs have come from another NYC school through the middle school and/or high school articulation process. Their records indicate that their parents have chosen a free standing ESL program for them in their previous school. Therefore, we are honoring parent choice.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

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

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)?

The organization of our staff ensures that all ELLs receive the mandated number of instructional minutes based on their proficiency level by programming free standing ESL classes for all ELLs in addition to having push in services in supplemental classes.

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 foster language development and meet the demands of the Common Core Learning Standards.

All ELLs are delivered content in both English as well as their native language. Teachers utilize universal design to ensure that all while students are acquiring language skills they are also meeting the demands of the common core learning standards. This happens through the use of native language content through technology, native language texts and peer-tutors.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

We work with bilingual teachers to evaluate any student work that has been handed in in the student's native language. We additionally use google translator as a school to translate documents for students and to translate any work they have handed in. Students have access to a variety of native language resources to aid them in learning.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

The four modalities of speaking, listening, reading and writing are four skills that our school focuses on through the common core learning standards. All of our classes have a focus in each of those four modalities so in every content area students are working on developing speaking, listening, reading and writing skills. Additionally, free standing ESL classes focus on the four modalities daily.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

ELLs reaching proficiency on the NYSESLAT receive continuing transitional support by being programmed for before-school tutorials three (3) times a week with either an ESL teacher or an ELA teacher. These students are provided with ongoing support in literacy

and continue to receive testing modifications for two years after reaching proficiency. These students are also permitted to use digital translators and dictionaries in classes.

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

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

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

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

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

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

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

Activities to assist newly enrolled ELL students include a family orientation prior to the start of the school year. During this orientation, students and parents are provided with opportunities to ask questions regarding programming, classes, curriculum, supports, and school activities. They also meet some of the instructional and support staff that can assist them when they need help. Tutoring during the school day and after school is mandated for newly enrolled and SIFE ELLs.

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

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7. 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?

Depth of Knowledge question stems are utilized in all classes with ELL-SWD students. Academic vocabulary sheets are also provided. English-native language dictionaries and glossaries are used.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
 Scheduling flexibility is used to ensure that all ELL-SWD students attend small group tutoring during the school day and/or after school in their content area classes. Students work with co-teachers who accommodate and modify material as needed.

**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:	0		0	
Social Studies:	0		0	
Math:	0		0	
Science:	0		0	

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

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

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

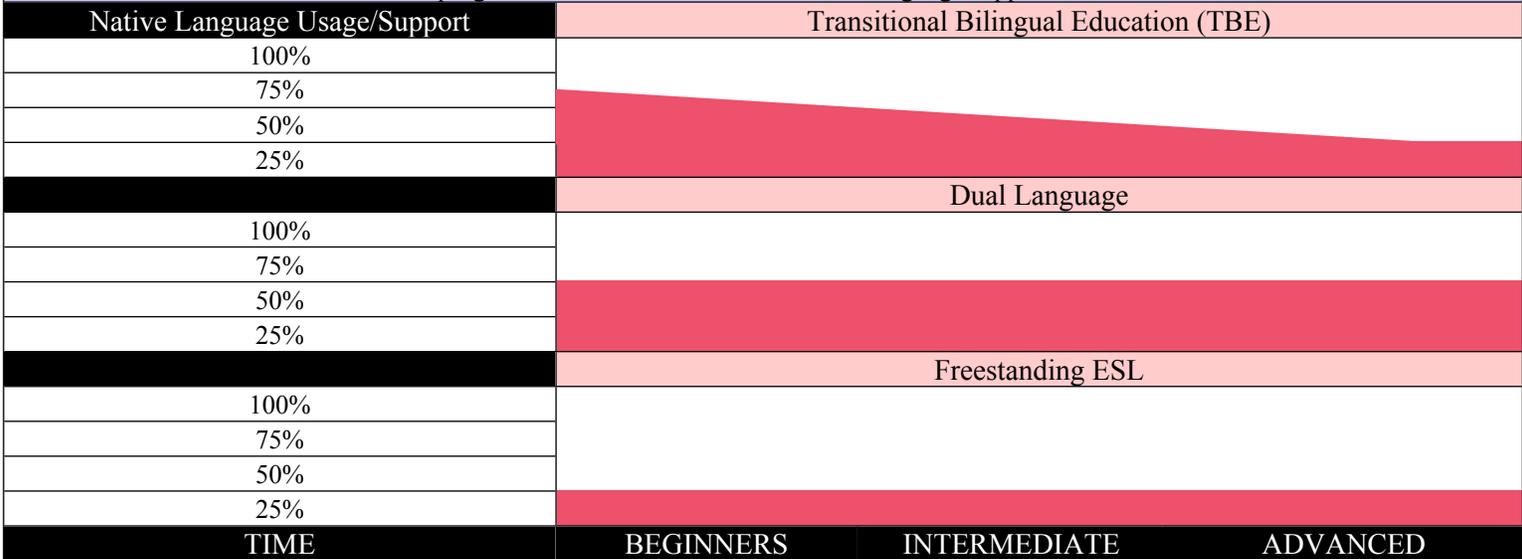
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. 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.  
Targeted intervention programs for ELLs in all subjects include AIS, bilingual tutoring in Spanish with our Spanish teachers and extra help.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our ELLs are graduating and taking regents exams. Their content and language development is progressing as seen by their report card data and exam data and this is a direct correlation of the common core learning standard foci we have as a school that addresses the four language modalities in addition to all content knowledge.
11. What new programs or improvements will be considered for the upcoming school year?  
We are considering purchasing Rosetta Stone programs for next year.
12. What programs/services for ELLs will be discontinued and why?  
At this time no services will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELLs are afforded equal access to all programs. We translate all phone messages and all backpacked materials. We offer Spanish speaking adults in all PTA workshops to translate for us.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
All of our current ELLs are Spanish speaking. We currently utilize video and smartboard technology with our ELLs as well as native language texts.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native language support is provided by dictionaries and glossaries in our ESL classes.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
ALI ELLs are 9-12<sup>th</sup> grade and receive support that is grade level.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
Newly enrolled ELLs participate in an open house prior to the start of the school year where programs, classes, syllabi and the school policies are explained to students and their families.
18. What language electives are offered to ELLs?  
Spanish and French are offered to our ELLs.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - 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 here:

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Our school's professional development plan for all ELL personnel involves two trainings for all staff at faculty-wide meetings. In November 2013 and in April 2014 our Assistant Principal will run professional development and train faculty in scaffolding approaches to help support ELLs throughout the content areas. Additionally, staff receives materials and training from our network in grade team meetings which occur weekly. In these weekly meetings, student work is assessed and discussed between the content teachers. Additionally, the teachers set-up inter-visitations and intra-visitations when appropriate for content area teachers to observe purposeful instructional approaches for ELLs. Through this professional development approach, we ensure that all teachers are provided with the required 7.5 hours of training through meetings, observations, and inter-visitations. Agendas for these professional developments are kept in the office of Ms. Holtzman, Assistant Principal.

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

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### D. Parental Involvement

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

Parent involvement in our school is a priority, including the parents of ELLs. In November, 2013 we hosted a school-wide open house to encourage parents to visit the school and be a part of the learning going on. At this event, translators for our non-English speaking parents were present. We use teachers, school aides and students to deliver translation services. Additionally, we were awarded a Parent ARIS grant where we received two new computers for parent-use in 2010. Parents received training in the use of these computers and training in the ARIS website in October, 2011 and again in October 2013. These computers are housed in a 'Parents as Partners' room within the school that is available to parents for their use.

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

Additional Parent/community involvement within the school have included the following workshops and activities: Curriculum Night, Resume Writing, Demystifying the College Application Process, How to Prepare Your Child for the Regents, High School Progress Report Information Sessions, and Awards Night. At these workshops and activities, translation is made available through our school aides and teachers and students fluent in Spanish. Our school's three partners: Paul Hastings, Creative Connections and Project Reach Youth are asked to attend many of these events to help build community in the school and a partnership with parents. Translation is available for Spanish speaking parents at these events.

### **E. 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 response to question here:

## **Part VI: LAP Assurances**

**School Name: Secondary School for Law**

**School DBN: 15k462**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Oneatha Swinton	Principal		11/14/13
Felicia Holtzman	Assistant Principal		11/14/13
Denise Copeland	Parent Coordinator		11/14/13
	ESL Teacher		1/1/01
	Parent		1/1/01
Yelena Shtyrkalo	Teacher/Subject Area		11/14/13
Demsey Harriott	Teacher/Subject Area		11/14/13
	Coach		1/1/01
	Coach		1/1/01
Debbie Gonzalez	Guidance Counselor		11/14/13
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **15k462** School Name: **Secondary School for Law**

Cluster: **4** Network: **402**

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

**Part A: Needs Assessment Findings**

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

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

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

We determined that written translation services and oral translation services of phone messages and conferences were primarily needed for translating documents from the school that are sent to parents and translating verbal messages. This was reported to the school community through our PTA and SLT meetings.

## Part B: Strategies and Activities

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

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

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

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

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

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

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

