



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: THE SCHOOL FOR LEGAL STUDIES**

**DBN (i.e. 01M001): 14K477**

**Principal: MÓNICA ORTIZ**

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

**Superintendent: AIMEE HOROWITZ**

**Network Leader: MARGARET STRUK**

### 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
Mónica Ortiz	*Principal or Designee	
Sharon Kleinfeld	*UFT Chapter Leader or Designee	
Sha-Hara Jones	*PA/PTA President or Designated Co-President	
Manuel Lara	DC 37 Representative, if applicable	
Amy Barnes Monica James	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Lytz Rousseau	Member/ Teacher	
Rosemary Vega	Member/ CSA-Teacher	
Tony Bumpass	Member/ Parent	
Maribel Rodriguez	Member/ Parent	
Carmen Sanchez	Member/ Parent	
Carleen Richards	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature 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>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
	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>Academic Intervention Services (AIS)</b>
	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

### School Information Sheet for 14K477

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	641	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	11	# Integrated Collaborative Teaching	15
Types and Number of Special Classes (2013-14)					
# Visual Arts	10	# Music	32	# Drama	N/A
# Foreign Language	21	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	77.0%	% Attendance Rate			79.5%
% Free Lunch	81.9%	% Reduced Lunch			4.5%
% Limited English Proficient	9.5%	% Students with Disabilities			13.1%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.3%	% Black or African American			50.9%
% Hispanic or Latino	46.3%	% Asian or Native Hawaiian/Pacific Islander			0.6%
% White	1.0%	% Multi-Racial			0.3%
Personnel (2012-13)					
Years Principal Assigned to School	3.72	# of Assistant Principals			4
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			7.0%
% Teaching with Fewer Than 3 Years of Experience	16.3%	Average Teacher Absences			10.2
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	69.4%	Mathematics Performance at levels 3 & 4			39.9%
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			43.3%
6 Year Graduation Rate	76.9%				
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					
<b>Accountability Status – Elementary and Middle Schools</b>					
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	N/A				
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	N/A				
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	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (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				
Met Adequate Yearly Progress (AYP) in Mathematics (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				
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>			
The SCEP was able to create a baseline for improvements based on the identified needs of the school. These needs were based on teachers' self evaluation, SQR recommendations, and administrators' assessments.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
Improving teaching and learning, attendance, and parental involvement were the areas identified for improvement in the SCEP. These three areas have a symbiotic relationship and therefore we decided to focus on them simultaneously. The focus for teaching and learning was increasing student engagement through the creation of CCLS aligned curriculum and tasks and assignments that reflect cognitive rigor metrics (Blooms and Hess DOK). In addition, school leaders would gather data from observations and teacher improvement plans in order to provide teachers with meaningful professional development. Our belief was (is) that improving effectiveness in the classroom would increase student engagement and therefore, improve attendance. Attendance, another area targeted for improvement, was a major concern since it continued to hover in the high 70's and low 80's. Creating a plan that looked at attendance from a holistic perspective: student engagement, attendance policies, and family involvement were important. The parental involvement was key to improving attendance however, this continues to be our greatest challenge. The PTA meeting is poorly attended even by the board members.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
The biggest challenge was creating a plan with little information. The funding came in before the directions were provided on how to use the funds. In addition, we were (and continue to be) short staffed making our plan more difficult to implement. For example, the lack of a parent/family liaison made it extremely difficult to successfully develop the Parent Academy. A medical condition limited the effectiveness of one of the Assistant Principals of Administration responsible for the rollout of the attendance improvement plan.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
All the goals were implemented however they were successful to varying degrees. The Parent Academy was the most challenging initiative to develop since we did not have the personnel available. However, we were able to give several workshop and training in the use of Jupiter Grade.			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>	X	Yes	No
<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>	X	Yes	No

### **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>			
Time and human capital is the greatest challenge in developing and implementing the SCEP.			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
Increase in graduation rate for the following subgroups: Hispanics 20%, Blacks 20%, and SWD 20%.			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
School leaders will communicate school-wide goals in faculty and department conferences. Parents will be informed in SLT and PTA meeting, emails, and correspondence.			
<b>Describe your theory of action at the core of your school's SCEP.</b>			
If we improve teacher effectiveness then student cognitive engagement will increase and attendance will			

improve.

**Describe the strategy for executing your theory of action in your school's SCEP.**

The school strategy for executing this theory of action is two-prong: increase teacher effectiveness and hire a parent liaison to improve parent involvement.

Teacher effectiveness will be addressed via school wide professional development, department conferences, and individual teacher sessions. School staff will also participate in professional development offered by network or the city. In addition to the internal and external professional developments, teachers are organized into collaborative teacher teams and inquiry teams to share best instructional strategies and data on students' progress in order to set content and student goals.

The school will hire a family intervention specialist to facilitate the communication with parents and improve parent engagement and involvement.

**List the key elements and other unique characteristics of your school's SCEP.**

The SCEP for 2013-14 continues to build on previous year's goals. Since there is a large group of new teachers, we believe that further developing our goals and initiatives will have a greater impact on student achievement. Our new teachers have great enthusiasm and are motivated to improve school outcomes.

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

There are several key people in place that will facilitate the implementation process: (a) the return of the Assistant Principal that went on a medical leave, (b) the hiring of a family intervention specialist, and (c) 7 new teachers replacing the ineffective teachers terminated.

## 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).

Use data consistently to inform instruction.							
<b>Review Type:</b>	SQR	<b>Year:</b>	2012-13	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	NA

### **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>2.2 School leader's vision</b>		<b>2.3 Systems and structures for school development</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 June 2014, teachers and administrators will use a comprehensive database system to make informed decision on instructional practices and support students' academic progress.

### **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.

- **Strategies/activities that encompass the needs of identified subgroups**
  1. Acquire the comprehensive datasytem (Datacation).
  2. Provide teachers with access and training on the use of the data provided by Datacation.
  3. Teachers will use Skedula (Datacation) to post assignments, grades and communicate academic progress with students and families.
- **Key personnel and other resources used to implement each strategy/activity**
  1. Funding to purchase Datacation licens
  2. Funding to purchase professional development.
  3. Train teachers on the use of Skedula (Datacation).
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  1. Purchase license.
  2. 100% of teacher will be trained.
  3. 75% of teachers will use Skedula (Datacation) to post assignments, grades, and communicate with students and family.
- **Timeline for implementation and completion including start and end dates**
  1. September 2013
  2. September 2013 to June 2014
  3. September 2013 to June 2014
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  1. School will allocated funds to purchase the license of Datacation.
  2. Schedule training during the school day and allocate funds for per session training.
  3. Teachers will be supported and monitored by supervisors in posting assignments, grades and communication with students and family.

### **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>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Title I SWP

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>
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	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

### 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 teachers' capacity to plan units of study and lesson plans that incorporate rigorous and CCLS aligned tasks.

<b>Review Type:</b>	SQR	<b>Year:</b>	2012-13	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	NA
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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>X</b>	<b>3.4 Teacher collaboration</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, teachers will collaboratively design academically rigorous and coherent curricula that focus on deepening understanding of content areas, and develop unit tasks and lesson plans that are engaging, rigorous, and incorporates the CCLS.

#### **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. Renew the curriculum map program (Atlas Rubicon).
2. Teachers will collaboratively write curriculum maps that include rigorous and CCLS aligned lesson plans.
3. Teachers will write their curriculum maps on Atlas Rubicon.
4. Use contractual time to confer, review, and modify maps (including tasks)

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

1. Funding to purchase license.
2. Teachers.
3. Teachers will be provided with professional development on curriculum mapping and supervisors will provide support on mapping process.
4. Teacher teams and school time to plan.

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

1. Renew license with Rubicon Atlas.
2. 75% of teacher teams will have written a course maps.
3. 75% of teacher teams will have written their curriculum maps using Atlas Rubicon.
4. 50% of school common planning periods will be used to confer, review, and modify maps (including tasks).

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

1. September 2013
2. September 2013 to June 2014
3. September 2013 to June 2014
4. September 2013 to June 2014

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

1. Allocate funds to renew license.
2. Schedule on-going school-wide professional development and allocate funds for per session training.

3. Teachers will be provided to access to Atlas Rubicon to write their maps.
4. Modify school schedule to provide common planning time for teacher teams.

**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>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</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>X</b>	<b>PF Common Core</b>
<b>PF ELT</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 #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).

Strengthen student-centered pedagogical practices informed by formative and summative assessment and that provide increased opportunity for student-self assessments via rubrics and uniform grading policies.

<b>Review Type:</b>	SQR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	NA
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**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>4.3 Comprehensive plans for teaching</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.

At least 75% of teachers will be able to effectively write and use formative and summative assessments to inform instruction and provide multiple point of entry for student learning.

**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. Develop teacher capacity to design effective assessments and plan and execute student-centered lessons.
  2. Develop student capacity to self-assess.
- B. Key personnel and other resources used to implement each strategy/activity**
  1. Funding for professional development.
  2. Supervisors and teachers will implement a system that will help students self-asses.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  1. Assessments designed and used by teachers to establish competencies and benchmarks that will be used to inform units, lessons and tasks.
  2. At least 50% of students will be able to demonstrate the ability to self-assess based on rubrics.
- D. Timeline for implementation and completion including start and end dates**
  1. September 2013 to June 2014
  2. September 2013 to June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  1. Schedule common planning time for teachers to collaborate and design plans, rubrics, and assessments.

2. Creating assessments and rubric to be used in the classrooms for students to self assess.

**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>Tax Levy</b>	<b>X</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.										
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>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 #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).

Create programs and activities that will develop students' self-awareness, tolerance, respect, and caring. Strengthen student-teacher and student-student relationships through school sponsored events.

<b>Review Type:</b>	Learning Environment Survey	<b>Year:</b>	2012-2013	<b>Page Number:</b>	10-11	<b>HEDI Rating:</b>	NA
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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>X</b>	<b>5.3 Vision for social and emotional developmental health</b>
<b>X</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.

By June 2014, decrease the number of behavioral incidents as compared to the the 2012-2013 school year through an increase the numbers of Respect for All classroom activities, organize social activities that provide opportunities for relationship building, create small groups and forums for discussion on a variety of topics meant to improve school tone.

**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. Utilize CBOs, Guidance Counselors and Intervention Specialist Team to organize the social activities, classroom activities and small groups forums.
- B. Key personnel and other resources used to implement each strategy/activity**
  1. CBO's, school staff and funding for activities.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  1. 10% decrease in incidents involving conflicts; increase in student participation in events and small groups.
- D. Timeline for implementation and completion including start and end dates**
  1. September 2013-June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  1. Assigned staff members will coordinate and organized events and classroom visits and funding will be allocated to support the events.

**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		Tax Levy	X	Title IA		Title IIA		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 used in Galaxy used to support the activities listed in part A.											
X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
X	PF Positive Behavioral Management Programs			X	PF RTI		PF Supporting Great Teachers & Leaders				

### 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).											
Increase communications with parent/family; build capacity to support their child's socio-emotional learning; and monitor their progress toward meeting graduation requirements.											
<b>Review Type:</b>	Learning Survey	<b>Year:</b>	2012-2013	<b>Page Number:</b>	Parent Section	<b>HEDI Rating:</b>	NA				

#### 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.											
X	6.2 Welcoming environment				6.3 Reciprocal communication						
X	6.4 Partnerships and responsibilities				6.5 Use of data and families						

#### 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.											
Provide parents with opportunities to attend workshop, seminars, and events that will help to develop a positive parent-student and parent-school relationships.											

#### 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).											
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>											
1. Further develop the Parent Academy in collaboration with the CBOs in the school to increase parent participation in workshops, seminars, and events.											
<b>B. Key personnel and other resources used to implement each strategy/activity</b>											
1. Family liaison, CBO, and funds for events.											
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>											
1. Increase by 10% attendance in family events.											
<b>D. Timeline for implementation and completion including start and end dates</b>											
1. September 2013 June 2014											
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>											
1. Hire a Family Intervention Specialist to coordinate and organize events for the Parent Academy and other school related family events.											

#### 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		Tax Levy	X	Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Title I SWP											
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	X	PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

## 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>	<ul style="list-style-type: none"> <li>• targeted Instruction in English classes (fall semester)</li> <li>• Regents prep courses (Spring semester)</li> <li>• Ilearn Saturday Academy for Credit Recovery: Blended learning; Use of technology-smart board computers</li> <li>• Small group tutoring</li> <li>• In-class mock regents</li> <li>• Castle Learning</li> <li>• Urban Arts Story Studio for English language Learners</li> </ul>	<ul style="list-style-type: none"> <li>• Individual tutoring</li> <li>• Small group tutoring/instruction</li> <li>• common planning teams conduct item analysis of mock regents and results from prior exams (August, June, January)</li> <li>• Blended learning; Use of technology – smart board, computers</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• After school</li> <li>• Saturdays (credit recovery)</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Tutoring for English Language Learners in their Native Language</li> <li>• Ilearn Saturday Academy for Credit Recovery; Blended learning</li> </ul>	<ul style="list-style-type: none"> <li>• Individual tutoring</li> <li>• Small group tutoring/instruction</li> <li>• Blended learning; Use of technology – smart board, computers</li> <li>• Common planning teams conduct item analysis of mock regents and results from prior exams (August, June, January)</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• After school</li> <li>• Saturdays (credit recovery)</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Individual Tutoring</li> <li>• Small group tutoring</li> <li>• Ilearn Saturday Academy for Credit Recovery: Blended learning; Use of technology – smart board, computers</li> <li>• Review progress reports with students (Pupil Path)</li> </ul>	<ul style="list-style-type: none"> <li>• Individual tutoring</li> <li>• Small group tutoring/instruction</li> <li>• Blended learning; Use of technology – smart board, computers</li> <li>• Common planning teams conduct item analysis of mock regents and results from prior exams (August, June, January)</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• After school</li> <li>• Saturdays (credit recovery)</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Targeted Instruction in Social Studies classes</li> <li>• In-class mock regents</li> <li>• Ilearn Saturday Academy for Credit Recovery: Blended learning; Use of technology – smart board, computers</li> <li>• Castle Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Individual tutoring</li> <li>• Small group tutoring/instruction</li> <li>• Common planning teams conduct item analysis of mock regents and results from prior exams (August, June, January)</li> <li>• Blended learning; Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• After school</li> <li>• Saturdays (credit recovery)</li> </ul>

	<ul style="list-style-type: none"> <li>• Urban Arts Fresh Prep for Global and US History</li> </ul>	<ul style="list-style-type: none"> <li>– smart board, computers</li> </ul>	
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p><u>Guidance Counselors</u></p> <ul style="list-style-type: none"> <li>• Individual and small group counseling</li> <li>• Crisis Intervention</li> <li>• Mandated counseling for IEP students</li> <li>• Parental Outreach (calls, letters, home visits, parent meetings)</li> <li>• Collaborations with Teachers, Deans, and Intervention Specialists</li> <li>• Psychosocial, behavioral, academic referrals as needed</li> <li>• School-wide assemblies; Town Hall meetings; Parent Workshops</li> <li>• Student monitoring (conduct sheets, student contract)</li> <li>• Review data for class programming, Regents programming, referrals to Ilearn, Summer School</li> <li>• Case Conferencing</li> </ul> <p><u>School Psychologist</u></p> <ul style="list-style-type: none"> <li>• Individual and small group counseling for crisis intervention</li> <li>• Conducts testing for IEP students</li> <li>• Reviews and updates IEPs</li> <li>• Collaborates with parents, teachers, and school staff</li> <li>• Creates FBA , BIP and suspension plans for students experiencing behavioral challenges</li> </ul> <p><u>School Social Worker</u></p> <ul style="list-style-type: none"> <li>• Individual, small group and initial family counseling</li> <li>• Crisis Intervention</li> <li>• Makes appropriate referrals to educational, medical, social service, recreational, health-related services</li> <li>• Assists in the creation of FBA , BIP and suspension plans for students experiencing behavioral challenges</li> </ul> <p><u>At-Risk Health-Related Services</u> On-site Medical Facility providing:</p> <ul style="list-style-type: none"> <li>• Comprehensive medical exams</li> <li>• Immunizations</li> <li>• Diagnosis and treatment for medical conditions</li> <li>• Hearing and Vision Screening</li> <li>• Reproductive health care</li> <li>• Mental health and crisis intervention</li> <li>• Health education and counseling</li> <li>• Social services</li> <li>• Referrals for dental services</li> <li>• Referrals for specialty services</li> </ul>	<p><u>Guidance counselors</u></p> <ul style="list-style-type: none"> <li>• Individual counseling</li> <li>• Small group counseling</li> <li>• Parent meetings</li> <li>• Telephone calls, letters mailed, home visits by family paras</li> <li>• Collaborations with Social Worker, ACS, CBOs, Health Services, Outside Agency</li> </ul> <p><u>School Psychologist</u></p> <ul style="list-style-type: none"> <li>• Individual counseling</li> <li>• Individual testing</li> <li>• Small group counseling</li> <li>• Parent meetings</li> </ul> <p><u>School Social Worker</u></p> <ul style="list-style-type: none"> <li>• Individual counseling</li> <li>• Small group counseling</li> <li>• Parent meetings</li> </ul> <p><u>At-Risk Health-Related Services</u></p> <ul style="list-style-type: none"> <li>• Individual counseling</li> <li>• Small group counseling</li> </ul>	<p><u>Guidance Counselors</u></p> <ul style="list-style-type: none"> <li>• During the school day</li> <li>• After school/evening workshops</li> </ul> <p><u>School Psychologist</u></p> <ul style="list-style-type: none"> <li>• During the school day</li> </ul> <p><u>School Social Worker</u></p> <ul style="list-style-type: none"> <li>• During the school day</li> </ul> <p><u>At-Risk Health-Related Services</u></p> <ul style="list-style-type: none"> <li>• During the school day</li> </ul>

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

4. All elements of the *All Title I Schools* section must be completed\*.
4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
5. 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.
Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all teachers meet state eligibility requirements. The school ensure that teachers are HQT, ad defined by NCLB to teach the courses.

**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).
Refer to page 10.

**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.).
As a Title I SWP we consolidate our funds. The funds from the contributing programs in the school lose their individual identity and creates a flexible pool of funds to support any activity without regards to which programs contributes for a specific activity.

**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.).
NA

**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.
Refer to page 12.

**TA Schools Only**

**Use of Program Resources**

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

**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).
NA

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

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

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

**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>14</b>	Borough <b>Brooklyn</b>	School Number <b>477</b>
School Name <b>School for Legal Studies</b>		

### B. Language Allocation Policy Team Composition 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>Monica Ortiz</b>	Assistant Principal <b>Carla Heckstall</b>
Coach	Coach
ESL Teacher <b>Claudia Cravens</b>	Guidance Counselor <b>Sarah McCoy, AP of Guidance</b>
Teacher/Subject Area <b>Agnes Gryczmanska</b>	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other
Network Leader(Only if working with the LAP team) <b>Lourdes Carmona</b>	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</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>0</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>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>N/A</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>665</b>	Total number of ELLs	<b>86</b>	ELLs as share of total student population (%)	<b>12.93%</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 checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained										4	4	4	4	16
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	4	4	4	4	16

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	86	Newcomers (ELLs receiving service 0-3 years)	73	ELL Students with Disabilities	9
SIFE		ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	13

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	68	0	1	10	0	2	13	0	6	91
Total	68	0	1	10	0	2	13	0	6	91

Number of ELLs who have an alternate placement paraprofessional: 1

### 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										28	20	29	6	83
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian												2		2
French												1		1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	28	20	32	6	86

## 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)										14	7	14	3	38

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)										2	2	9	1	14
Advanced (A)										4	3	6	1	14
Total	0	0	0	0	0	0	0	0	0	20	12	29	5	66

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (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	17		2	
Integrated Algebra		26		7
Geometry		8		0
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry		2		0
Earth Science		6		0
Living Environment		16		5
Physics				
Global History and Geography		28		2
US History and Foreign Language		17		0
Government				
Other <u>LOTE Spani</u>		4		4
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.

All ELLs are assessed using the ELL Periodic Assessment. At the beginning of the year, students complete a diagnostic assessment to determine reading skills. All ELLs also complete a series of three writing samples to determine writing skills. Based on data garnered from these assessments, we plan Common Core-aligned instruction to challenge students and ensure growth. We assess students constantly throughout the year by reviewing their performance on Common Core-aligned tasks in all four modalities which increase in difficulty throughout the year. This ongoing assessment process allows us to target specific needs of varying groups of ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The majority of our students move through proficiency levels according to standard language acquisition patterns. In general, students' progress is consistent with academic findings (3-5 years for Basic Interpersonal Communicative Skills (BICS), 4-7 years for Cognitive Academic Language Proficiency (CALP)). In keeping with these findings, students advance in NYSESLAT proficiency levels in speaking and listening faster than in reading and writing; although they may acquire

The majority of our new admits this year, which have totaled 27 thus far, are newcomers with three years or less in the country. Of the students who have been deemed eligible for ELL services according to LAB-R testing, 24 have tested in at the beginning level, two (2) have tested in at the intermediate level, and one (1) at advanced. The majority of our students move through proficiency levels according to standard language acquisition patterns. In general, students' progress is consistent with academic findings (3-5 years for Basic Interpersonal Communicative Skills (BICS), 4-7 years for Cognitive Academic Language Proficiency (CALP)).

In the administration of the 2013 NYSESLAT, 13 ninth graders were tested; of these, 9 tested at beginner, 0 at Intermediate, 4 at advanced. Of the 4 tenth graders tested, 1 tested at the beginner level, and 3 tested at advanced. Of our 18 eleventh grade students who were NYSESLAT tested, 5 remained at the beginning level, 7 tested at intermediate, and 6 moved to the advanced level. Of the 3 twelfth graders tested, 1 tested at beginning, 1 at intermediate, and 1 at advanced. No students tested proficient on the 2013 NYSESLAT, and 20 NYSESLAT-eligible ELLs have no recorded score.

According to our NYSESLAT results last year, the vast majority of students who scored at the beginner level have received two years of service or less. Although their speaking and listening skills may have moved to the intermediate level, they scored beginning on reading and writing. With this in mind, we created two beginning-level ESL classes. One class addresses the needs of newcomer students who struggle with all four modalities, and a second class focuses on literacy, to target the needs of students whose oral skills have advanced but who still score beginning in reading and writing.

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](#))

In general, students are grouped according to NYSESLAT proficiency level. Newcomers are most often placed in a separate class in which we can target their specific needs. We review NYSESLAT data carefully, particularly by comparing scores from the past two years, to determine which modalities students need the most help with. While all of our classes have a focus on literacy, some classes, particularly our newcomer class, may target communicative skills as well, based on the needs of students.

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?

a. There is little correlation between NYSESLAT proficiency level and grade level. Most newcomer ELLs are admitted as ninth graders; due to an influx of newcomer students this year, there is a large number of beginning-level ninth-grade students. Beyond this group, however, proficiency groups are heterogeneous by grade level. Analysis of Regents exam scores shows that all of our ELLs take the exams in their native language whenever available; as such, native language and English text scores cannot be compared.

b. We analyze data from the ELL Periodic Assessment by hand-scoring the tests and analyzing which specific questions posed the most difficulty to students in different language groups and levels. We compare this to the data available online in order to get a deeper look at what our students are struggling with.

c. Because the NYSESLAT and Periodic Assessment have begun targeting more academic language, we are finding that even students with higher proficiency levels struggle with CALP. The Periodic Assessment has also shown that the modality in which students of all levels struggle the most is reading, which is also the modality in which students have the least schema for content-based readings. Although students may have highly developed literacy skills, both in English and in their native language, the lack of pre-existing knowledge of content can impede progress. We offer many scaffolds using native language in the classroom; however, we do not use native language scaffolds on the Periodic Assessment because it would invalidate the assessment.

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](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?  
We engage with content-area teachers on a regular basis to aid in understanding the link between language development and growth in content-area classes. We offer content-area teachers a variety of strategies that they can use to ensure that lower language skills do not interfere with content-area achievement. Some examples of strategies include: charting and finding root words for science; classifying language according to mathematical operation; explicit vocabulary acquisition strategies. In addition, content-area teachers use native language whenever possible, by translating vocabulary and assessments. Students who have tested proficient may remain in ESL for an additional transitional year (as advised by guidance counselors), and have access to ELL-targeted tutoring for mainstream English classes.

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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

- We look at credit accumulation, or, more specifically the percentage of ELLs who are on target for grade level and acquiring ten credits per school year.

- We look at the percentage of students who are making progress on the NYSESLAT (or as compared to LAB-R scores) as well as the percentage who are testing proficient.

- We look at Regents scores to determine if ELLs are on track for graduation, and to determine any extra tutoring or scaffolding that might be needed.

## 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](#).)  
We give all parents of newly admitted students the Home Language Identification Survey, which is administered with the assistance of a pedagogue; if parents indicate that they speak a language other than English in the home, we give the student the LAB-R test and the Spanish LAB exam. The LAB-R is administered by one of the two licensed ESL teachers (Claudia Cravens and Agnes Gryczmanska), and the Spanish LAB is administered by Agnes Gryczmanska, a licensed ESL teacher and fluent Spanish-speaker. In addition, we informally assess students by conducting a brief interview (in native language whenever possible) to learn about the student's background and interests, both academic and non-academic. Because the LAB-R provides only a limited picture of a student's skills, both teachers also observe new students closely in their first weeks of school, and read their work carefully to gain specific understanding of the student's academic skills. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

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.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Within ten days of student enrollment, parents participate in an orientation that describes various programs for ELLs. Parent brochures are disseminated in their native language to enrich their understanding of each available program. Parents complete the parent selection form at this meeting and the school conforms to the parental choice selections.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. A few days after LAB-R testing is completed and a student is found eligible for ELL services, parents participate in an orientation where a ESL licensed teacher/ELL Coordinator explains all three program models to the families. In addition to this oral explanation, parent brochures are disseminated in their native language to enrich their understanding of each available program. They are also shown a New York City Department of Education video that explains the three ELL choices in the native language. Parents complete the parent selection form at this meeting and the school conforms to the parental choice selections. If parents are not available for orientation, brochures and selection forms are disseminated by mail and returned by the students. If the parent chooses a program model not available at our school (Transitional Bilingual or Dual Language), the ELL Coordinator explains how the parents have the option of requesting or rejecting a transfer. Parents also understand that if a sufficient number of parents indicate a Transitional Bilingual Program or Dual Language Program as their first choice, the school is obligated to create this program. Parents will be informed by school administrators should this program become available.

Timeline of Events:

- New Admit and Guardian attend informal interview. They fill out HLIS and conduct an educational background interview.
- If the student is found to be eligible for ELL services according to the HLIS, the student is administered the LAB-R within 10 days. This testing and school acclimation is conducted by the ESL teachers and usually takes place on the students first two days of school.
- If the student tests below proficient on the LAB-R, he or she is placed in an ESL class consistent with their score. Parents are contacted by phone or mail to arrange an orientation time. If parents are not available, information on program choice and selection forms are sent by mail.

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 [\[see tool kit\]](#).)

Our ELL Coordinator, Claudia Cravens, is personally accountable for the distribution and collection of forms. Parents complete the Parent Survey and Program Selection form during orientation, and receive the Placement Letter. Entitlement, Continued Entitlement letters are sent home with the student, but copies are stored in the ELL data binder.

ESL teachers secure all forms in a data binder that includes:

- notes from intake interviews
- LAB-R and Spanish LAB test hand scores
- LAB-R Writing Sample and Speaking notes
- copies of Entitlement and Continued Entitlement letters
- parent surveys
- orientation notes
- Periodic Assessment and NYSESLAT data is also added to this data binder each time the student is tested

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.

Initial programming is based upon the observations of ESL teachers; students are placed with another student of the same proficiency level and native language (where possible). Once the student has been administered the LAB-R, our ELL Coordinator sends home an Entitlement Letter (in the native language) and schedules or confirms the Parent Orientation. This is a more formalized introduction to the Department of Education and New York City high school system. Both ESL teachers are able to

speakers give the orientation in Spanish if necessary. Parents view a DOE orientation video in the native language that describes program models for ELLs that are available. The ESL teacher and parents also review graduation requirements for New York City. Parents are made aware of resources available in New York City and online to aid in their child's language development. At the conclusion of the orientation, Placement Letters are distributed to parents and the ELPC screen in ATS is updated. A copy of Placement Letters (and Continued Entitlement letters for returning ELL students) is maintained in the ELL Data Binder.

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.

Weeks before the NYSESLAT is administered, our ELL Coordinator Claudia Cravens writes, translates and distributes an explanation of the test for parents, including the testing schedule. She uses class time for targeted NYSESLAT preparation; although we make it a priority to develop literacy skills throughout the year, explicit test preparation is not a year-round practice in our ESL classroom. Rather, we use one to two weeks to familiarize students with the specific types of questions they will encounter on the NYSESLAT.

Students that are NYSESLAT tested are determined by the RLAT report on ATS; all students listed are tested. The speaking section is administered individually by the ESL teacher over the course of several weeks. Listening, Reading and Writing sections each have their own designated administration days. For any students who are absent, the ESL teacher administers make-up tests for several days following the NYSESLAT. Students may make up the test at any time until the end of the testing window.

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. [①](#)  
Based on the past two years of the parental program choices made on the Parent Survey and Program Selection form, trends show that parents generally opt for the ESL program that is already available at the School for Legal Studies. In the past two years, 90% of parents have chosen the existing freestanding ESL program for their children. Approximately 10% of the parents of children new to the New York public school system opt for a bilingual program after they have been informed that this program does not exist at the School for Legal Studies and placing their child in such a program would entail transferring their child to another school. However, they also understand that if enough parents request a program that is not available for their child, it is the school's obligation to create such a program based on their choice. As of this year, we do not have enough parental requests for a bilingual program in any one language to furnish such a program, and we remain solely an ESL school. In the past two years, 0% of parents have opted for dual language instruction. With these trends in mind, the ELL program at the School for Legal Studies will continue to take the form of freestanding ESL.

## **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])?
    - a. All ESL instruction is delivered in free-standing, departmentalized ESL classes, taught by fully certified ESL teachers.
    - b. ESL groups are ungraded and primarily homogenous by proficiency level. Due to our large number of Beginner level students and their broad range of ability, we have divided them into low and high beginner. Low and high beginner classes are grouped together for three periods per day, in which they work with both ESL teachers. Intermediate students receive two periods of ESL per day, and Advanced receives one period.
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)?
    - a. Due to block scheduling, students generally receive more than the mandated minutes of service. Beginning students are mandated to receive 540 minutes of service per week and received 710. Intermediate students are mandated to receive 360 minutes of service per week and received 470. Advanced students are mandated to receive 180 minutes of service per week and received 235.
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.
 

Our ELLs take math, science, and history course work with mainstream teachers. None of these teachers hold their ESL license, but they are learning about ELL strategies through our ESL teachers. Strategies already in place include picture support, dictionaries and glossaries, word walls, modified language (oral and written), translated documents and assignments, and differentiated assignments. A modified content library, along with native language resources, is available in the ESL classroom.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Throughout the year, students periodically complete writing assignments in native language, after which the assignments are read and evaluated by staff member who speak the same language. In addition, Spanish-speaking students are given the Spanish LAB upon arrival at school.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

Every lesson addresses all four modalities on a daily basis. Throughout each week, ESL teachers conduct formal and informal assessments of all four modalities. More formalized assessments that address all four modalities are the LAB-R (where necessary), Periodic Assessment and NYSESLAT.
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).

a. There is urgency to provide academic intervention services for SIFE students. We will take the following steps with these students:

  - Making an individualized student needs assessment
  - Grade appropriate instructional support materials
  - Differentiation of instruction in all areas

b. When a new student is registered in our school, we provide the following resources to facilitate the transition:

  - An informal student orientation
  - Buddy system identifying a similar student in his/her class that will assist during the day
  - Encourage student to participate in After School activities.
  - Home-school communication.
  - Content-area glossaries are provided

c. For those students receiving 4-6 years of service, we use the following procedures and resources to support our aim of having students reach proficiency on the NYSELAT during this time period and before becoming long-term ELLs:

- All students are encouraged to attend After School programs and tutoring before school.
- There is focus of vocabulary acquisition, and students are taught and assessed on a minimum of ten academic/SAT vocabulary words a week. This vocabulary is always taught within the context of the curriculum.
- There is also a strong focus on writing, in which ELLs in this subgroup receive the lowest scores on the NYSELAT. Students compose and publish a minimum of three portfolio items per marking period, including poetry, narrative memoir, research, and essays. Homework assignments are primarily journal entries.

d. An analysis of long-term ELL scores on the NYSELAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Ensuring that all ESL curriculum is literacy-based, with high-interest content

e. For the past two years we have had 0% of our ELL students reach proficiency on the NYSELAT. For students who do test proficient, 1-2 years of transitional support are available in the form of continuing in ESL.

All prior ELLs continue to receive testing accommodations for two years following their exit from the ESL program. These accommodations were outlined in a letter from the superintendent in September 2008 and include the following:

- Time extension (time and a half)
- Separate location (ELLs and Former ELLs are generally tested together)
- Third reading of the Listening Selection on the English Regents Exam.
- Bilingual glossaries are provided for use during state tests
- Simultaneous use of English and Alternate Language Editions of state exams is approved for use by ELLs and Former ELLs
- For lower-incidence languages, we use school faculty or a hired translator to give students an oral translation of state tests.
- When taking a state test in with a native language translation, students are allowed to write their responses in their native

language as well.

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?

All curriculum is created or adapted on-site by ESL teachers and reflects academic/graduation needs of students. For example, literacy instruction always includes subject-area content, with a primary focus on social studies or science. Most of the materials used are non-fiction/informational, and include journalism, memoir, documentary and primary sources. These are supplemented with non-informational sources such as poetry, fiction, and artwork. Listening and note-taking skills are a daily part of the curriculum to promote college readiness. Students often listen to brief excerpts from college-level lectures and take scaffolded notes. Students must communicate for information on a daily basis, through collaborative or cooperative learning activities. Students further develop all four modalities by engaging in public speaking activities, writing and delivering speeches to their classmates. Strategies are constantly evolving based upon a highly diverse student population which changes dramatically from year to year.

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 in the case of students who are moved to a higher-level class than their NYSELAT scores would indicate, based upon in-class performance and the observations of ESL teachers. After reviewing IEP testing modifications, these are applied to classroom instruction at the teachers' discretion (i.e. modified materials, extended time, scribes, modified responses, etc.). Curricular flexibility is apparent in the availability of student choice in assignments and assessments. Instruction in ESL classes is differentiated to meet the needs of ELL-SWDs. Outside of ESL classes, guidance counselors schedule ELL-SWDs for classes that maximize time spent with non-disabled peers while still maintaining compliance with IEPs.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.

We have several structures in place and available to ELLs as targeted intervention. Each ELL student participates in one or more of the following, depending on their needs:

- Beginning level ELL students may participate in a student tutoring program with bilingual students who have tested out of ELL services.
- Title III monies will be spent on extracurricular instruction for ELLs, including Regents preparation and language development through the arts.

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 students all make Adequate Yearly Progress, and 37.7% of students improved on the 2012 NYSESLAT. Students are integrated into the school culture and curriculum is catered to their specific content needs. This is accomplished due to the annual review and revision of curriculum based upon teacher observations and relevant assessment data. This also ensures that students that remain in the program all four years are exposed to a variety of content and language instruction and a well-rounded knowledge of English. Each unit builds on the units from the year before and promotes college readiness. In June 2013, 29% of ELLs graduated with their cohort. Although all ELLs took Regents exams in native language (if available), few passed. We are hoping to improve these statistics this year through increased after-school tutoring and a strongly literacy-focused, content-based curriculum

11. What new programs or improvements will be considered for the upcoming school year?

We are in the process of developing several units of study that integrate content and language acquisition. This will be supplemented by Title III-funded programs that include monthly documentary film viewings (PBS Point of View Series) and an after school English Regents program for ELLs.

12. What programs/services for ELLs will be discontinued and why?

Existing programs and services will be modified, but none 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 ESL students are afforded equal access to school programs. This is accomplished by daily announcements in the ESL classroom, which are translated when necessary. Parent outreach is common and a luxury we are afforded by having such a small program within Cobble Hill. Our ELL Coordinator is in regular contact with all ELL parents.

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 ELLs will use the following instructional materials, except when specified:

Teacher-designed curriculum following the following several sequences, including Sociology and Earth Science content.

- Teacher-generated worksheets/matrixes/projects
- Teacher-selected film/music/images to support student contextualization
- Academic Encounters: Life in Society and Academic Encounters: The Natural World with balanced focus on Reading/Writing and Listening (Brown and Hood/Cambridge UP)
- multiple sources to build schema on unit topics, including film clips, artwork, music, and poetry
- Supportive websites: [www.usalearns.org](http://www.usalearns.org) (English), [www.jmap.org](http://www.jmap.org) (Math)
- Grammar in Context (Elbaum/Heinle)
- All writing published in Google Drive
- Multi-genre classroom library of both informational texts and fiction
- Bilingual content-area glossaries
- Practice tests for Regents preparation

On a case-by-case basis, content area teachers and our ESL instructors provide materials specific to students' ages and grade levels. We are in the process of compiling a resource library with multi-level resources for all topics within our content area classes' scope and sequence.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Bilingual dictionaries and word-to-word glossaries are available for all languages present in the ESL classroom. Cognates are explicitly taught to students speaking Latinate languages. Often the ESL teacher pauses at an important vocabulary word and has higher level students translate into all of the languages present in the room. Online videos showing math lessons are made available to students in English, and are also available in Spanish on [www.jmap.org](http://www.jmap.org). Students proficient in Spanish continue to develop their native language skills through the use of Empower 3000 Spanish Language Edition.

When possible, we include native language support for ELLs in content-area classrooms as well. This policy includes:

- Each student being provided with a native-language word-to-word glossary for their content area classes if it is beneficial to the student.
- All ELLs travel with a bilingual dictionary for all of their classes
- Teachers are instructed to use translation software and images for important terms within their curriculum.
- All math lessons are available to students in English or Spanish using the Pearson website.
- Student and teacher translators are available for Spanish and Arabic, our primary two language groups.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All support materials are chosen to be grade and age appropriate. While our ESL classrooms support English language development, all instruction is presented within the parameters of a high school curriculum.

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.

ELLs who enroll throughout the school year receive a variety of support to help them acclimate to their new school:

- the use of a native language buddy/tutor
- a school tour is conducted by a native language peer
- reading materials are provided in native language.

18. What language electives are offered to ELLs?

The school offers Spanish as a Foreign Language classes. Qualified students take the LOTE.

19. For schools with dual language programs:

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

N/A

### 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.

ESL teachers are available to meet with content-area teachers during prep and lunch time every day. These regular meetings compose the majority of teacher professional development in teaching English Language Learners, unless the teacher decides to participate in one of the trainings offered by the New York City Department of Education.

During these meetings, curriculum and resources are discussed. Our ESL teacher either provides additional resources for ELLs or commits to finding them for student use. A variety of suggestions of ESL modifications are made to content area teachers, and often our ESL teacher will outline and model a QTEL (Quality Teaching to English Learners) task that would be appropriate for the curriculum. Teachers often discuss specific concerns they having with ELL students in their classrooms. The time spent on articulation and professional development far exceeds the mandatory 7.5 hours required by the Department of Education. Records of these meetings are maintained by the ESL teacher and stored alongside student data in the ESL classroom.

Professional development will be provided by school staff and organizations and trainers in workshops coordinated the New York City Department of English Language Learners.

School Staff: Within the schools Professional Development program, the focus is on:

- o Familiarizing staff with language proficiency levels, ELL identification procedures, and ELL scaffolds.
- o Collaboration and conferencing between content area teachers and our ESL instructor.
- o Communication of ESL strategies and methods through electronic and written memorandums.

Workshops taken by our ESL teacher have included:

- Writing Matters, August 2012
- Chancellor's Conference Day at the Brooklyn Museum, February 2013
- AVID Critical Reading Training, May 2013

All pertinent information from these trainings is turn-keyed to content area teachers. Records of meetings with content-area teachers are maintained

## 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?

1. In general, our ELL parents are involved with and supportive of their child's education. They are readily available by phone. However, many of them have difficulty making it to events due to work constraints. This statement could be extended to the majority of the parents at our school.

All parents are invited to participate in the Parent Teacher Organization. Our ESL teacher uses Title III money to create community with ELL parents by conducting a quarterly film screening using POV documentaries related to immigration. Parents are always invited to outings on weeknights or weekends (performances, etc). Parents have an open invitation to attend any fieldtrip the ESL class takes during the school day.

2. ENACT is an on-site organization aimed at empowering students at risk of dropping out by giving them tools to articulate and address the challenges of coming to school and giving their best effort, regardless of the their particular circumstances.

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

4. Our parents struggle with helping their children with their homework. We work to them parents of available SES tutoring services. Parents are kept abreast of school activities by phone contact or letters from the ESL teachers and guidance counselors.

## 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.

N/A

## Part VI: LAP Assurances

**School Name:** School for Legal Studies

**School DBN:**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Monica Ortiz	Principal		12/6/13
Carla Heckstall	Assistant Principal		12/6/13
	Parent Coordinator		1/1/01
Claudia Cravens	ESL Teacher		12/6/13
	Parent		1/1/01
Agnes Gryczmanska	Teacher/Subject Area		12/6/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	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: **14K477** School Name: **The School for Legal Studies**

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

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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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.

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

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

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

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

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

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



## 2013-14 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: The School for Legal Studies	DBN:
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The school has a stand alone ELL program. Instruction for content area subjects is offered in English only. The majority of our students are at the beginner and intermediate level where three of the seven periods are used for mandated ESL/ELA classes. Students at this level have difficulties in their content areas putting them at risk of failing their classes and therefore not accumulating the required credits for graduation. Students at the advanced level need extra support to pass the NYSESLAT and English Regents. The school will offer targeted intervention assistance for all identified ELL students. The supplemental program is designed to provide assistance to ESL students after school to work on the coursework provided by their subject teachers. The ESL teacher, with the assistance of two content teachers, will meet the students every Wednesday and Thursday, between 3:40 PM and 4:30 PM starting November 21, 2013 through June 15, 2014. Instruction will be provided in English. Resources currently available (content books, CastleLearning) will be used by ESL teacher and subject teachers.

### Part C: Professional Development

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

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

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

### Part D: Parental Engagement Activities

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

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

**Part D: Parental Engagement Activities**

Begin description here: The main focus of the school is to increase parental outreach and provide parents with important information regarding the academic status of his/her child. Since our ESL program is small, family events cater the entire school population and are scheduled throughout the school year. Workshops on graduation requirements and college applications are conducted in both English and Spanish. ESL/Computer training on the use of ARIS and JupiterGrades.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$7,562.00	150 per session hours will be set aside for after-school tutoring on different subject content areas.
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$1,838.00  \$1,800.00	School and printing materials to be used in the classroom and in the after-school tutoring.  Textbooks and reading materials will be purchased.
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	<b>\$11,200.00</b>	