



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: BRONX HIGH SCHOOL FOR LAW AND COMMUNITY SERVICE

DBN (i.e. 01M001): 10X439

Principal: MICHAEL BARAKAT

Principal Email: MBARAKAT@SCHOOLS.NYC.GOV

Superintendent: ELAINE LINDSEY

Network Leader: BARBARA GAMBINO

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
Michael Barakat	*Principal or Designee	
Jiel Joseph	*UFT Chapter Leader or Designee	
Jocelyn Ann Dorsey	*PA/PTA President or Designated Co-President	
Melika Vasquez	DC 37 Representative, if applicable	
Jerry He Mecca Muamba	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Daisy Weisbaum	CBO Representative, if applicable	
Alexandria David	Member/ Elected Parent	
Roger Amador	Member/ Elected Parent	
Maria Milio	Member/ Elected UFT	
Josephine Aguilera	Member/ Elected UFT	
	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 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

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

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

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

A. 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 14 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
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	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)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Priority Schools Only

	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 10X439

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	403	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	12	# Music	6	# Drama	N/A
# Foreign Language	22	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	75.1%	% Attendance Rate		80.5%	
% Free Lunch	88.1%	% Reduced Lunch		4.2%	
% Limited English Proficient	16.6%	% Students with Disabilities		20.1%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.7%	% Black or African American		28.7%	
% Hispanic or Latino	65.8%	% Asian or Native Hawaiian/Pacific Islander		2.5%	
% White	1.0%	% Multi-Racial		1.0%	
Personnel (2012-13)					
Years Principal Assigned to School	2.17	# of Assistant Principals		3	
# of Deans	N/A	# of Counselors/Social Workers		4	
% of Teachers with No Valid Teaching Certificate	8.3%	% Teaching Out of Certification		3.3%	
% Teaching with Fewer Than 3 Years of Experience	13.9%	Average Teacher Absences		6	
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	52.7%	Mathematics Performance at levels 3 & 4		49.8%	
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		67.9%	
6 Year Graduation Rate	63.5%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	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			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	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	No	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			
Describe the strengths of your school's 12-13 SCEP.			
The 2012-2013 SCEP was developed with the assistance of information proved to us from multiple sources including but not limited to the 2011-2012 Quality Review, Progress Report, graduation rate, regents passing rate, individual teacher scholarship reports, and the trends we identified over three past three years in terms of student progress and performance. The previous SCEP was a collaborative effort that involved a variety of stakeholders and took into account their various needs. During 2012-2013 we also increased our focus on the ELL population as we recognized the slow progress these students were making and that work that increased this particular sub-group's performance would have a big impact on the performance of the school as a whole.			
Describe the areas for improvement in your school's 12-13 SCEP.			
The areas for improvement in the 2012-2013 SCEP were based on areas identified as needing improvement on our 2011-2012 Quality Review and Progress Report. We integrated these areas into areas we have observed as needing improvement. The overall result was the development of a series of goals that were intertwined and would leverage greater positive results.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The biggest challenge faced during the development and implementation of the 2012-2013 was ensuring that the goals were aligned to the needs of the students while also being instruments to move the school as a whole forward.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We achieved all of our goals on the 2012-2013 SCEP. One area that was particular successful was the increase in teacher observations and feedback. This practice allowed us to make the transition to the required Danielson Framework with less disruption than anticipated. Additionally, teachers and students have over the course of the year become increasingly acclimated to frequent and short visits to the classroom from Administration and assorted visitors to the schools. The series of intra-visitations using the Danielson Framework assisted teachers in the development of a rudimentary understanding of the key components presented on the rubric, the practices they should begin to consider when planning their classes and the means by which they could enhance their practice in order to release control of the learning process to students and meet more rigorous standards.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Staffing and time are ongoing issues faced by a number of schools seeking to meet the academic and social-emotional needs of a cognitively diverse group of students. The presence of students who are making delayed progress in multiple subject areas continues to be an area of focus.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
We have established a goal of increasing the number of students with IEP's graduating in four years by 4% over June 2013 data (47.36% for June 2013; 51.5% for June 2014)			
We have established a goal of increasing the number of ELL students graduating in four years by 100% over June 2013 data (16.6% for June 2013; 40% in June 2014)			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders will communicate with staff through key weekly and monthly meetings that pertaining to areas associated with student academic progress and attendance. School leaders and various staff members will communicate with parents via guidance counselors, Skedula, the monthly SLT and the Parent Association meetings.			

Describe your theory of action at the core of your school's SCEP.

In order to develop a strategic plan that melds efficiency with significant gains in student progress, we have collectively identified areas will affect the performance of all students while also having a significant positive increases in student performance and progress across all students and content areas.

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

The strategy for executing our theory of action was based on the understanding that teachers could affect the greatest change among students with programs and action steps that could be immediately implemented, immediately assessed and immediately modified. Teachers were interested in taking action in their respective classrooms that would enhance student performance and move students forward. In order to execute such a strategy, administration has further empowered teachers by allowing them to focus their professional time during the school day towards direct and meaningful contact with students and to use afterschool and Saturday programs for students requiring even more specialized attention.

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

The goal is to continue to identify strategies that would facilitate improvements in multiple arenas and to implement strategies that serve the students for long periods of time so as to provide sufficient data pertaining to the strengths and weaknesses of a given strategy.

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

A team of four administrators, three guidance counselors, a community associate, Good Shepherd (CBO), two literacy coaches, an IEP Coordinator, an attendance teacher, an additional clerical assistant, two secretaries and all content area teachers collaborate and coordinate their efforts and work to move students forward. This collaboration has resulted in a consistent upward trend in graduation rate over the past three years. As it is an effective collaboration, we seek to continue it. There will be an ongoing examination of funds and allocations to ensuring resources are available and allocated appropriately.

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).							
Increase performance in the realm of student progress, specifically the earning of ten or more credits in an academic year and the passing of required Regents exams							
Review Type:	Progress Report	Year:	2012-2013	Page Number:	NA	HEDI Rating:	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.			
X	2.2 School leader’s vision	X	2.3 Systems and structures for school development
X	2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

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 implement a modified AIS strategy and set of protocols in all content areas that leads to overall improvements in student progress and performance on mandated assessments.

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.
1. Strategies/activities that encompass the needs of identified subgroups
2. Daily common planning period for all teachers wherein teachers from each department will engage in ongoing collaboration and planning that will encourage student achievement in this content area. In addition to inquiry-based work utilizing student work and data generated by formative, summative and criterion-based assessments, teachers will evaluate their use, implementation and modifications of the curriculum in terms of students’ needs and the demands set forth by the NYS Standards/Assessments and CCLS.
3. Intensive tutoring during the student’s lunch period to provide additional support and remediation for those who have been individually identified as needing remediation and additional academic interventions in a specific class or content area. Students are identified by individual teachers.
4. After-school and Saturday tutoring sessions to provide additional support and remediation for students who have been identified as receiving the designation of Level 1 or 2 on Grade 8 exams in mathematics, social studies and science. These interventions will be driven by student performance and be focused on addressing targeted needs based on the data teachers generate via formative and summative assessments and will be overseen by the respective departmental Assistant Principal.
5. Implementing ongoing on-on-one conferences between teachers and students during C6R period and class time to apprise students of their current progress and performance with the assistance of academic progress reports generated via Skedula.
6. Spring recess academic enrichment program
7. Implementation of Regents Examination Predictive (REP) in December, March and May to assist teachers’ in the development of data by which to modify instructional practices and as a means to identify students in need of additional academic supports prior to the administration of culminating exams.
8. Implementation of a pilot program in Grade 9 using block sessions for mathematics and science.
9. Implementation of a pilot program in Grade 9 using ELA and social studies
10. Development of a mentoring program wherein a select group of seniors who have been identified as “at-risk” of not graduating within a four year time frame will be paired with staff mentors who will continually reach out to these students and monitor their progress.
11. Key personnel and other resources used to implement each strategy/activity
1. The key personnel and other resources used to implement these strategies/activities will be the Administration, the Guidance Department and content areas teachers.
12. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Teacher scholarship reports and subsequent conferences that are occur six times a year
2. Data from the December, March and May administrations of the Regents Examination Predictive
3. Ongoing evaluation of student transcripts by the Guidance Department and the Administration
4. Feedback from Senior Cohort Mentors on the progress of Senior Mentees

13. Timeline for implementation and completion including start and end dates

6. The modification of past practices pertaining to AIS begins in September with the implementation of seminars in content area classes that reflect the academic and skills needs based on student transcripts and Regents scores.
7. The strategy and protocols expand in October with the implementation of the “Lunch and Learn” Program across the contents areas
8. An third expansion occurs in November with the assignment of mentors to seniors deemed in danger of not graduating within the required four years
9. A two-fold fourth expansion occurs in December with the administration of the REP and the subsequent analysis of data derived therefrom. Saturday programs to facilitate student achievement also commence.
10. January signals the culmination of the efforts engaged in during Term 1 and the phase wherein activities are assessed and modified in preparation for Term 2.
11. February 2014 through June 2014 will see a repeat of the implementation of the program identified in steps 1-5; however, the program will be modified according the Term 1 data, teacher recommendations and student needs.

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

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

1. Tax Levy Funding will be utilized to finance the procurement of three Assistant Principals to monitor the ongoing progress of students and to address the ongoing professional development needs of teachers.
2. Title I Priority Funding has been encumbered to fund before and after school per session intervention/tutoring services and weekend programs
3. Title I and Tax Levy Funding has been encumbered to fund intervention and AIS services for students during the school day
4. Title I Priority Funding has been allocated to professional development of staff in identified areas

Budget and Resource Alignment

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

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

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.

X	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core
X	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).

Ensure curricula are aligned to standards in all content areas and that teacher practices facilitate the an increase in student performance

Review Type:	Progress Report	Year:	2012-2013	Page Number:	NA	HEDI Rating:	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.

X	3.2 Enact curriculum		3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning

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.

Increase the four-year graduation rate from 67.8% (June 2013) to 72% (June 2014)

Instructional Strategies/Activities

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

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

1. Daily common planning period for all teachers wherein teachers from each department will engage in ongoing collaboration and planning that will encourage student achievement in this content area.
2. Inquiry work between the Mathematics and Science Departments to develop effective aligned interdisciplinary units of study
3. Inquiry work between the English Department and a consultant from New Visions will be focused on examining student writing and the means by which pedagogical practice can improve performance in this arena.
4. Ongoing review of curriculum by Assistant Principals assigned to specific subject areas
5. A cycle of six informal observations that will evaluate teacher practices while information pertaining to curricular activities and alignment.
6. Implement a modified AIS strategy and set of practices to ensure improvement in student performance and progress in the content areas
7. A series of six Scholarship Report Conferences between teachers and assigned Assistant Principal to evaluate student performance, progress and strategies to ensure alignment with higher standards and expectations
8. Teachers will engage in the identification of groups of students to target for interventions based on an analysis of needs/performance, develop concise and explicit action steps, engage in follow-up/reassessment conversations and monitor students attendance and class performance
9. Math teachers will use the Agile Mind Mathematics Curriculum which is directly aligned to the Common Core State Standards
10. Science teachers will develop a curriculum that pertains to the implementation of block sessions
11. ESL teachers will utilize Read 180 and System 44 to address the needs of ELL and SIFE students.

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

1. Teachers of all content areas
2. Assistant Principals assigned to specified subject areas
3. Literacy and Math Coaches
4. New Visions for Public Schools (PSO)

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

1. Student performance on state mandated assessments including the CCLS in Algebra and ELA
2. Six informal classroom observations based on the Danielson Framework
3. Student in-class performance based on the report cards for six marking periods
4. Ongoing review of data in Skedula
5. Administration of three Regents Examination Predictives (REP)

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

1. The strategies/activities will be implemented throughout the academic year.

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

1. NYSTL funds and Tax Levy Funding has been utilized to finance the procurement of curriculum that seeks to better engage students in learning activities, address differentiated needs and move them forward.
2. NYSTL funds and Tax Levy Funding has been utilized to procure materials that will that allow students to access the content materials and are purchased in both English and Spanish whenever possible.
3. OPTS Tax Levy Funds have been utilized to procure classroom resources and consumables that allow students to access content materials in both English and Spanish, whenever possible.
4. Title I Priority Funding has been encumbered to fund the procurement of materials and supplies that will support the development of curricular activities that allow for multiple access points for students and increase teachers' abilities to innovate in the classroom on a daily basis.
5. Tax Levy and Title I Priority Funding funds have been utilized to provide for teacher per session for extended day learning and Saturday AIS programs those students designated as Level 1 or 2 on middle-school level NYS assessments
6. Title III funding has been utilized to finance the procurement of Read 180 and System 44, both computer-based reading and comprehension programs aimed at improving the development of ELL decoding, comprehension and writing skills.
7. Priority Focus Set Aside Funds will be used to procure the non-contractual services of John Jenkins in engage in the work required to collaboratively develop a school mission and vision and assess the needs of the various stakeholder and the means to meet those needs.

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA	X	Title III		Grants
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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.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams	X	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 #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).

Actively support teacher growth in order to move students toward meeting higher standards

Review Type:	Citywide Instructional Expectations	Year:	2013-2014	Page Number:	NA	HEDI Rating:	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.

X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
X	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

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.

By June 2014, the Administration will fully implement the use of the Danielson Framework and Advance during the six informal observations of teacher practice and to inform professional development needs of individual teachers as well as demonstrated school-wide needs

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

- Teachers will be engaged in a cycle of six informal observations utilizing the Danielson Framework and subsequent post-observation conferences to discuss results and steps for improving practice.
- Administration will conduct these observation in pairs to ensure alignment and agreement on HEDI ratings
- Administration will engage in ongoing job-embedded professional development pertaining to the application of Advance and the Danielson Framework throughout the school year.
- All teachers and administrators will engage in activities that build a shared school-wide understanding of what effective teaching looks like in all content areas
- Literacy and Math Coaches will visit classrooms to assist teachers in the development of pedagogical skills measured by Danielson Framework and that will ultimately contribute to improved student outcomes and a rigorous learning environment.

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

- School Administration including the Principal and three Assistant Principals
- Individuals assigned to the school from NYC DOE to assist the Administration in developing best practices in the implementation
- New Visions for Public Schools
- UFT Chapter Leader
- Literacy and Math Coaches
- School Leaders Network
- Ednergize/Laurie Duma
- Lincoln Center Institute
- Agile Mind/The Dana Center

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity			
1. Ongoing performance and professional development logs will be utilized throughout the year to identify individual, group and school-wide trends in teacher practice and performance.			
2. Each teacher will be engaged in a cycle of six informal observations utilizing the HEDI rating system with subsequent post-observation conferences			
3. Administration will conduct a round of observations for the purpose of norming and to immediately identify staff professional development needs			
4. Teacher scholarship reports and subsequent conferences that occur six times a year			
D. Timeline for implementation and completion including start and end dates			
1. Administration will conduct a “norming” round of observations in September			
2. Observation will be conducted between October and May.			
3. Administrative professional development occurs monthly and at the conclusion of each observation cycle			
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity			
1. Tax Levy and Title 1 Funding has been utilized to finance the procurement of three Assistant Principals to monitor the ongoing progress of students and to address the ongoing professional development needs of teachers.			
2. Title I Priority Funding has been utilized to procure additional clerical support to monitor student attendance and conduct ongoing outreach to parents/guardian			
3. Priority Funding Set Asides will be utilized to procure the necessary materials to ensure that teachers are able to effectively execute their lessons and engage students in meaningful learning activities.			
4. Priority Funding Set Asides will be utilized to procure the services Laurie Duma at Ednergize to advance teachers’ abilities to effectively utilize technology in the classroom and engage students in effective learning practices			
5. Priority Funding Set Asides will be utilized to procure the services of School Leaders Network to develop administration’s abilities to target areas for growth and convey feedback that is immediate and actionable.			
6. Priority Funding Set Asides will be utilized to procure the services of Lincoln Center Institute to infuse arts education within the core content areas			
7. Priority Funding Set Asides will be utilized to procure the services of Agile Mind for professional development and to engage in the ongoing assessment of student progress toward the standards set forth by the impending CCLS aligned exam in algebra.			

Budget and Resource Alignment

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

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
Strengthen strategies so that all lessons are challenging and extend student thinking for all students with particular attention to higher achievers for accelerated progress.			
Review Type:	Progress Report	Year:	2012-2013
Page Number:	NA	HEDI Rating:	NA

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.			
X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

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 a four-year college and career transition team framework will be implemented to ensure that 70% of our graduating seniors apply to four-year post-secondary institutions.

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. The development of the College Access Team consisting of Guidance Department, two specifically selected pedagogues, Administration, a Community Associates, an additional clerical assistant and the Parent Coordinator
2. Develop a partnership with Fordham University and a program allowing students to experience college coursework first hand through a series of visits to select classes
3. Develop a partnership with Bronx Community College and implement an in-house College Now program allowing students who have fulfilled the necessary academic requirements to obtain the college classroom experience and possible credits while still in high school
4. Implement two additional Advanced Placement courses
5. Teachers in designated content areas wherein student proficiency levels are consistently rising will receive training from the College Board's Advanced Placement Institutes to further to foster the development of courses and curriculum that engage students in rigorous college preparatory instruction and increase their performance on culminating exams.
6. Collaboration with New Visions and CUNY for the implementation of the CUNY At-Home

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

1. Guidance Department
2. Two specifically selected pedagogues
3. Administration
4. A Community Associate
5. Parent Coordinator
6. Fordham University
7. Bronx Community College
8. New Visions for Public Schools (PSO)
9. An F-Status Social Worker

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

1. Weekly meetings between Administration and Key Personnel designated above to discuss the implementation of specified action steps, the assessment of the program's progress and the determination of the next steps required to ensure students are on the path towards applying to competitive four-year colleges and completing the course work to achieve this goal.

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

1. The strategies/activities will be implemented throughout the academic year.

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

1. Tax Levy Funding has been utilized to finance the on-going maintenance of three Guidance Counselors to ensure that parents have access to an individual that can convey firsthand knowledge of a child's academic and social-emotional growth as well as attendance
2. OPTS Tax Levy Funds have been utilized to procure supplies that facilitate the implementation of the aforementioned programs
3. Title I Priority Funding will be utilized to fund intervention/tutoring
4. Title I and Tax Levy Funding will be utilized to fund intervention/tutoring programs as well as Saturday programs for students
5. The services of Good Shepherd are provided via a grant.
6. Priority Funding Set Aside Funds will be utilized to procure the services of various vendors to engage students in activities aligned to the special programs developed by partners

Budget and Resource Alignment

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

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

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	X	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).

Attendance data demonstrated a negative influence on the school environment and consequently student progress and academic performance.

Review Type:	Progress Report	Year:	2012-2013	Page Number:	NA	HEDI Rating:	NA
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	6.2 Welcoming environment	X	6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities	X	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.

By June 2014, we will increase attendance rate increase from 82% (June 2013) to 84% (June 2014).

Strategies to Increase Parental Involvement and Engagement

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

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

- Weekly attendance team meetings to address targeted students who are designated as LTA's and those with sporadic attendance records
- Continued display of student attendance rates by cohort to ensure student and staff awareness
- Distribution of weekly "cut" reports to teachers in order to keep them informed of students who are legitimately absent for the day and those who are cutting class so that they can engage in appropriate outreach or address the issue at the classroom level.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide a minimum of six reports annually after each marking period is completed. These reports will contain academic progress detailing strengths and specific needs as well as pertinent attendance data. Guidance Counselors, the Parent Coordinator, the Community Associate and Good Shepherd Services will apprise parents of the children run the risk of failing to be promoted will be notified at the end of the semester to ensure that they are aware of their child's specific situation.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during parent-teacher conference days and nights. Staff will also be available before and after school as well to meet with parents by appointment.
- Provide parents with the opportunity to schedule appointments to visit all classrooms and participate in all school activities.
- Provide parents with direct access to their child's record of academic progress which includes but is not limited to in-class performance data, anecdotal and attendance via the Internet-based program Skedula/PupilPath. Parents will be provided with training on the use of this program twice per year.
- Three guidance counselors are in place and follow students from their freshman year through to graduation
- Continue the use of the service provided by Good Shepherd, a CBO that provides counseling and outreach services to students and their families.

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

- Administration
- Parent Coordinator
- Attendance Teacher
- A Community Associate

- 5. Guidance Department
- 6. Good Shepherd Services (CBO)
- 7. Clerical Assistant

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

- 1. Good Shepherd Services will continue to address the social-emotional needs of students and families who are designated at-risk
- 2. Continued implementation of a Supper Program to provide students who participate in the afterschool tutoring and enrichment programs with a hot meal
- 3. Continuation of a mentoring program in conjunction with the Bronx Borough District Attorney’s Office to offer students increased support
- 4. Monthly formal meetings and weekly informal meetings between seniors needing additional support to graduation within a four-year timeframe and their respective mentors
- 5. Daily and weekly attendance data from ATS provided by the Community Associates
- 6. Daily and weekly conferences with students possessing records of sporadic attendance records and ongoing documented outreach to parents/guardians

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

- 1. The strategies/activities will be implemented throughout the academic year.

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

- 1. Tax Levy Funding has been utilized to finance the on-going maintenance of three Guidance Counselors to ensure that parents have access to an individual that can convey firsthand knowledge of a child’s academic and social-emotional growth as well as attendance
- 2. OPTS Tax Levy Funds have been utilized to procure supplies that facilitate the implementation of the aforementioned programs
- 3. Title I Priority Funding will be utilized to fund intervention/tutoring
- 4. Title I and Tax Levy Funding will be utilized to fund intervention/tutoring programs as well as Saturday programs for students
- 5. The services of Good Shepherd are provided via a grant.

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy	Title IA	Title IIA	Title III	X	Grants
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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.

X	PF AIS	PF CTE	X	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			PF RTI	PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

By June of 2014 Bronx High School for Law and Community Service will increase graduation rate by 5% over June 2012-2013.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

- **Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.**

1. Intensive tutoring during the student's lunch period to provide additional support and remediation for those who have been individually identified as needing remediation and additional academic interventions in a specific class or content area. Students are identified by individual teachers.
2. After-school and Saturday tutoring sessions to provide additional support and remediation for students who have been identified as receiving the designation of Level 1 or 2 on Grade 8 exams in mathematics, social studies and science. These interventions will be driven by student performance and be focused on addressing targeted needs based on the data teachers generate via formative and summative assessments and will be overseen by the respective departmental Assistant Principal.
3. Implementing ongoing on-on-one conferences between teachers and students during C6R period and class time to apprise students of their current progress and performance with the assistance of academic progress reports generated via Skedula.
4. Spring recess academic enrichment program
5. Implementation of Regents Examination Predictive (REP) in December, March and May to assist teachers' in the development of data by which to modify instructional practices and as a means to identify students in need of additional academic supports prior to the administration of culminating exams.
6. Implementation of a pilot program in Grade 9 using block sessions for mathematics and science.
7. Implementation of a pilot program in Grade 9 using ELA and social studies
8. Development of a mentoring program wherein a select group of seniors who have been identified as "at-risk" of not graduating within a four year time frame will be paired with staff mentors who will continually reach out to these students and monitor their progress.
9. Utilization of Read 180 and System 44 for the development of English Language and decoding skills for ESL and SIFE students.

- **Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.**

1. A team of four administrators, three guidance counselors, a community associate, Good Shepherd (CBO), two literacy coaches, an IEP Coordinator, an attendance teacher, an additional clerical assistant, two secretaries and all content area teachers collaborate and coordinate their efforts and work to move students forward. This collaboration has resulted in a consistent upward trend in graduation rate over the past three years.

- **Identify the target population to be served by the ELT program.**

1. Seniors that have been identified as "at-risk" of not graduating as a result of their credit and exam accumulation
2. Students that are designated as ELL's
3. Student who are designated as Levels "1" or "2" as per NYS Grade 8 assessments in ELA and Mathematics

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21 st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	Title I PF		C4E
X	Title III		Title I SIG		PTA Funded		Grants		In Kind		

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

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

- **Identify the high-quality community partners and their scope of involvement for each ELT program described in part**

A of the Activities section.

Good Shepherd (CBO) provides counseling and outreach to additional social service providers for students who have a demonstrated issue with attendance and issues within their respective families that complicates the child's abilities to succeed in school.

▪ **If your ELT program has one or more community partners, describe how the joint ELT program is structured.**

Good Shepherd (CBO) provides counseling and outreach to additional social service providers for students who have a demonstrated issue with attendance and issues within their respective families that complicates the child's abilities to succeed in school. Students are identified during weekly Attendance Team Meetings, through guidance referrals and through the attendance teacher. Good Shepherd works with both the student and the parent/legal guardian to identify the underlying issue and works collaboratively to address this issue. If needed, Good Shepherd provides referrals to agencies that can better assist the student and/or family.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

• **Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.**

1. Intensive tutoring during the student's lunch period to provide additional support and remediation for those who have been individually identified as needing remediation and additional academic interventions in a specific class or content area. Students are identified by individual teachers.
2. After-school and Saturday tutoring sessions to provide additional support and remediation for students who have been identified as receiving the designation of Level 1 or 2 on Grade 8 exams in mathematics, social studies and science. These interventions will be driven by student performance and be focused on addressing targeted needs based on the data teachers generate via formative and summative assessments and will be overseen by the respective departmental Assistant Principal.
3. Implementing ongoing on-on-one conferences between teachers and students during C6R period and class time to apprise students of their current progress and performance with the assistance of academic progress reports generated via Skedula.
4. Spring recess academic enrichment program
5. Implementation of Regents Examination Predictive (REP) in December, March and May to assist teachers' in the development of data by which to modify instructional practices and as a means to identify students in need of additional academic supports prior to the administration of culminating exams.
6. Implementation of a pilot program in Grade 9 using block sessions for mathematics and science.
7. Implementation of a pilot program in Grade 9 using ELA and social studies
8. Development of a mentoring program wherein a select group of seniors who have been identified as "at-risk" of not graduating within a four year time frame will be paired with staff mentors who will continually reach out to these students and monitor their progress.
9. Utilization of Read 180 and System 44 for the development of English Language and decoding skills for ESL and SIFE students.

• **Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.**

1. Intensive tutoring during the student's lunch period to provide additional support and remediation for those who have been individually identified as needing remediation and additional academic interventions in a specific class or content area. Students are identified by individual teachers.
2. After-school and Saturday tutoring sessions to provide additional support and remediation for students who have been identified as receiving the designation of Level 1 or 2 on Grade 8 exams in mathematics, social studies and science. These interventions will be driven by student performance and be focused on addressing targeted needs based on the data teachers generate via formative and summative assessments and will be overseen by the respective departmental Assistant Principal.
3. Implementing ongoing on-on-one conferences between teachers and students during C6R period and class time to apprise students of their current progress and performance with the assistance of academic progress reports generated via Skedula.
4. Spring recess academic enrichment program
5. Implementation of Regents Examination Predictive (REP) in December, March and May to assist teachers' in the development of data by which to modify instructional practices and as a means to identify students in need of additional academic supports prior to the administration of culminating exams.
6. Implementation of a pilot program in Grade 9 using block sessions for mathematics and science.
7. Implementation of a pilot program in Grade 9 using ELA and social studies
8. Development of a mentoring program wherein a select group of seniors who have been identified as "at-risk" of not graduating within a four year time frame will be paired with staff mentors who will continually reach out to these students and monitor their progress.
9. Utilization of Read 180 and System 44 for the development of English Language and decoding skills for ESL and SIFE students.

- Describe how the ELT program will address the unique learning needs and interests of all students.

We recognize that a number of the students requiring additional supports are ELLs. In order to ensure that their specialized needs are met we have retained an ESL teacher to provide additional hours of academic support in specific content areas. We have designated a Living Environment teacher that has the ability to convey the content material in both English and Spanish in an effort to continue assisting students with this rigorous exam. Wherever possible, special education students have been programmed as per their IEP in ICT courses wherein the content and activities match the rigor demanded by the exams and where students are given additional scaffolding and support to meet these demands. Special education teachers and general education teachers are aware of the needs and accommodations these students require and are prepared to address these in class and during the additional time we have allocated for further intervention and support.

- | | | | | |
|---|---|-----------|--|-----------|
| • Are the additional hours mandatory or voluntary? | X | Mandatory | | Voluntary |
| • If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating. | | | | |

- Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

Student transcripts are examined six times a year by the Administration and Guidance Departments to identify discrepancies, deficits and progress. Additionally, the data harnessed from ongoing communication with teachers and the data provided in Skedula contributes to the assessment process. The data is then analyzed and students programs are adjusted according to their needs. During actual terms, students may be assigned to specific seminar classes or academic intervention programs that have been put in place. In January, when students are programmed for the second semester, the data is used to ensure that student programs reflect the identified needs. Teacher schedules have been coordinated to ensure that time is allocated for AIS services, student conferencing and the inclusion of intensive seminars in core content areas.

- | | | | | |
|--|--|-----|---|----|
| • Are you using an ELT provider procured using the MTAC process? | | Yes | X | No |
|--|--|-----|---|----|

- Describe how you are evaluating the impact of the ELT program on student achievement.

1. Teacher scholarship reports and subsequent conferences that are occur six times a year
2. Data from the December, March and May administrations of the Regents Examination Predictive
3. Ongoing evaluation of student transcripts by the Guidance Department and the Administration
4. Feedback from Senior Cohort Mentors on the progress of Senior Mentees

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Literacy Strategies, Grade 9 block sessions, summer bridge program, Tutoring during the school day, CTT, Study Skills Program, Saturday Advanced Skill Building Program, content-based seminar courses	For all students (Special Education, English Language Learners and General Population) in need of services, we provide the following: Small group instruction, one-to-one and small group tutoring. All freshmen are required to take a Study Skills class.	During and after the school day; Additional preparatory/support classes after school; Saturday programs incorporated as needed.
Mathematics	Literacy Strategies, Agile Mind(a literacy-based math program), block sessions, summer bridge program, Tutoring during the school day, CTT, Study Skills Program, , Saturday Advanced Skill Building Program, content-based seminar courses	For all students (Special Education, English Language Learners and General Population) in need of services, we provide the following: Small group instruction, one-to-one and small group tutoring during and after the school day, additional preparatory/support classes after school. All freshmen are required to take a Study Skills class.	During and after the school day; Additional preparatory/support classes after school; Saturday programs incorporated as needed.
Science	Bi-Lingual teacher, materials, additional ongoing support in the form of tutoring after school, CTT, Study Skills Program, Study Skills Program, Saturday Advanced Skill Building Program, content-based seminar courses, ESL After-School Academy, Read 180, System 144, block sessions	For all students (Special Education, English Language Learners and General Population) in need of services, we provide the following: Small group instruction, one-to-one and small group tutoring during and after the school day, additional preparatory/support classes after school. All freshmen are required to take a Study Skills class	During and after the school day; Additional preparatory/support classes after school; Saturday programs incorporated as needed.
Social Studies	TCI, CTT, Study Skills Program, Study Skills Program, Saturday Advanced Skill Building Program, content-based seminar courses, ESL After-School Academy, Read 180, System 144	For all students (Special Education, English Language Learners and General Population) in need of services, we provide the following: Small group instruction, one-to-one and small group tutoring during and after the school day, additional preparatory/support classes after school. All freshmen are required to take a Study Skills class.	During and after the school day; Additional preparatory/support classes after school; Saturday programs incorporated as needed.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated group and individual sessions and provided for in a student's IEP; Good Shepherd Services, minimum of three guidance conferences per student	Counseling services are provided for at-risk students through the services of Montefiore, Good Shepherd, three guidance counselors and a social	During and after the school day

	<p>each year, development of mentor/mentee programs between staff and students/student and students, regular home visits by attendance teacher, weekly Attendance Team meetings</p>	<p>worker. The pupil personnel team reviews selected students to discuss appropriate intervention strategies with teachers. Individual and group counseling, academic advisement, and college advisement are provided for parents and students. Students and parents are advised and directed towards alternative placement and assistive social service program. Regular appraisal of student attendance is given to administrative staff and parents. Daily monitoring of identified at-risk students is provided as needed.</p>	
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**Title I Information Page (TIP)
For School Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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.

The strategies and activities engaged in by the school that ensures staff is highly qualified include but are not limited to:

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

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).

- Scholarship Report Conferences are conducted with each teacher to assess challenges and to identify successful practices that could be expanded upon to assist all students with meeting success.
- Consistent implementation of common planning time into each teacher's program.
- The possession of three assistant principals with various specialties that are available to teachers whenever the need arises.
- A Mathematics Coach and Literacy Coach are available to the assist the staff each day
- An F-Status New York City teacher with thirty-years of experience in Social Studies is available to mentor new teachers two days per week
- Teachers from ELA and Math participate in CCLS workshops with New Visions and work with their respective departments to develop necessary skills in preparation for impending exams.
- A mathematics and ELA teacher participate in professional development with CUNY to facilitate the development of a college-based curriculum aimed at preparing students that are not deemed "College Ready" according to Regents

scores for the rigors of credit-bearing first year coursework.

- Teachers in designated content areas wherein student proficiency levels are consistently rising will receive training from the College Board’s Advanced Placement Institutes to further to foster the development of courses and curriculum that engage students in rigorous college preparatory instruction and increase their performance on culminating exams.
- The Danielson Framework and Advance will be used to inform teacher’s individual professional development needs in terms of pedagogical practices
- Data derived from formative, summative and culminating assessments will be used to inform teacher’s professional development needs in terms of the development of curriculum and learning activities that best suit students’ demonstrated needs, strengths, deficiencies and the demands set forth by mandated assessments.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Funds have been specifically allocated to provided clothing and school supplies to students who have a demonstrated need for these resources. Good Shepherd is available to provide counseling services for these students as well as provide outreach service to various other social service organizations that may be better equipped to address student and/or family needs. We have also retained the services of an F-Status social worker that has an in-depth and personal knowledge of the needs of our students. She is available to see both mandated and non-mandated students should the need arise.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers were engaged in a two-day professional development session upon their returning to school in September 2013 wherein they were informed of the changes to the teacher rating system in the NYCDOE, the demands and expectations set forth by the Danielson Framework and the new Advance system. Teachers were also apprised of the MOSL rating system and their options. With this information teachers were able to make their selection. To support their decisions and to address and concerns that may arise the Principal meets on a monthly basis with a UFT Consultation Committee. For additional in class supports we have ensured that two staff members act as coaches—one in literacy and one in mathematics.

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

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

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

- **School Responsibilities**

- The Bronx High School for Law and Community Service will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows: The school will ensure that all teachers are permanently certified and that all teachers are teaching in their correct licensing areas. The school will provide weekly professional development sessions that focus on accountable talk, peer review, differentiated instruction, cooperative learning and meeting the needs of all students including ELL and special need students. Teachers will also meet on a monthly basis to collaborate and ensure that all lessons meet city and state standards.

- 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held twice a year in both the fall and the spring terms.

- 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports six times a year, after each marking period is completed, as well as after weekly case conferencing meetings if the situation determines the need to do so. These reports will contain academic, social and behavioral anecdotal, detailing student progress and specific needs. Parents whose children run the risk of failing to be promoted will be notified at the end of the semester to ensure that they are aware of their child's specific situation.

- 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during parent-teacher conference days and nights. Staff will also be available before and after school as well as during a common period during the day, to meet with parents by appointment.

- 5. Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- 6. Translate all critical school documents and provide interpretation during meetings and events as needed;

- **Parent Responsibilities**

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

- Monitoring attendance.

- Making sure that homework is completed.

- Monitoring the amount of television their children watch and their social media usage

- Participating as appropriate, in decisions relating to my children's education.

- Promoting positive use of my child's extracurricular time.

- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

- Serving to the extent possible, on policy advisory groups, such as being Title I, Part A parent

- representative on the school's school improvement team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

• **Student Responsibilities**

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

• **Additional Required School Responsibilities**

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

**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 10	Borough Bronx	School Number 439
School Name BX HS for Law and Community Service		

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 Michael Barakat	Assistant Principal Meredith Phelan
Coach Ryan Spass	Coach Jiel Joseph
ESL Teacher Jessica Faugno	Guidance Counselor Mildres Reyes
Teacher/Subject Area Juana Rosario, Native Language	Parent type here
Teacher/Subject Area type here	Parent Coordinator Nelly Lopez-Alvear
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	407	Total number of ELLs	65	ELLs as share of total student population (%)	15.97%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										19	21	13	12	65
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	19	21	13	12	65

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	65	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	19
SIFE	14	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	32

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	21	7	2	12	4	4	32	2	13	65
Total	21	7	2	12	4	4	32	2	13	65

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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										16	20	12	12	60
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic										1				1
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian											1			1
Other												1		1
TOTAL	0	0	0	0	0	0	0	0	0	19	21	13	12	65

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)										3	3	5	5	16

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)										4	9	4	5	22
Advanced (A)										12	9	4	3	28
Total	0	0	0	0	0	0	0	0	0	19	21	13	13	66

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	36	0	5	0
Integrated Algebra	36	10	11	4
Geometry	3	0	1	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	2	0	0	0
Earth Science	10	0	1	0
Living Environment	30	0	4	0
Physics	0	0	0	0
Global History and Geography	23	7	8	2
US History and Foreign Language	15	2	5	0
Government	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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.
The assessment tool we use at Bronx High School for Law and Community Service to assess the early literacy skills of our ELLs is Scholastic Phonics Inventory and Scholastic Reading Inventory. Students are first tested on the Scholastic Reading Inventory to determine their reading Lexile level. If a student tests below a third grade level, they are given the Scholastic Phonics Inventory to determine whether or not the student is able to decode English words. In general data shows that students who test at the beginning level on the NYSESLAT cannot decode English words, as they have not mastered all 44 sounds. Intermediate students are able to decode with ranging ability. Lexile scores show they read at anywhere from a first grade to eleventh grade reading level. This data informs our instructional decisions as the beginning ESL curriculum is centered on the 44 sounds of the English language and decoding skills. The intermediate ESL curriculum addresses reading comprehension deficits for students who are able to do decode.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:
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](#))
Paste response to question here:
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?
Paste response to questions here:
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](#).)
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a new student enters the school the Parent Coordinator and/or an assigned Guidance Counselor administers the Home

Language Survey (HLIS) if that student is new to the New York City Department of Education and doesn't have a HLIS already on file. If the HLIS indicates that the student speaks a language other than English at home, the following steps are taken:

- The Parent Coordinator and/or an assigned Guidance Counselor calls Assistant Principal, Meredith Phelan, a licensed pedagogue trained in the identification of English Language Learners.
- At this time, an informal oral interview is conducted our AP ESL. The informal interview is conducted in both English and the native language of the family. If the student's family speaks a language that cannot be translated by staff in the building, the NYCDOE translation and interpretation unit is called.
- If it is determined that the student is LAB-R eligible, the parents view the NYCDOE Parent Orientation Video in their native language.
- Parents then fill out the Parent Option Letter.

Parents are then notified that we offer on ESL at BLCS. If the parents first option was bilingual or dual language programs, this information is logged into the ATS ELPC screen and a record is kept by the assistant principal.

- The LAB-R is administered by a licensed pedagogue within ten (10) days of enrollment and hand scored immediately.
- The student is subsequently placed in an ESL class according to his or her LAB-R score.
- If the student's native language is Spanish, the student is also given the Spanish LAB to determine language dominance.
- The language proficiency of all English Language Learners is formally assessed every May by the NYSESLAT.

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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.

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

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

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

scores deem them entitled to ESL services. Entitlement, continuation of services or discontinuation of services letters are sent in both

English and the family's native language. A copy of the letter is kept in the student's file in the assistant principal's office.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

.Every year the AP ESL, the ESL teacher and the parent coordinator meet with parents to explain the implications of the entitlement letter, the Parent Surveys and the Program Selection Forms and/or the students' NYSESLAT score. BLCS conduct all parent/school conversations in the parent's native language. In situations wherein we cannot address a parent's language needs

with a school-based representative, we contact the Office of Translation Services. In order to place identified ELL students in our ESL instructional program, the ESL teacher and Administration consult the student's LAB-R or NYSESLAT scores within ten days of a student's enrollment or the beginning of a new term. If a student is new to the New York State education system, LAB-R results will determine placement in an ESL class. Placement letters are sent by the assistant principal in English and the family's native language immediately after the hand scoring of the LAB-R exam. A copy of this placement letter is also kept in the student's file. If a student has a prior NYSESLAT score, the most recent score will indicate in which level of ESL class he or she will be placed and for how many minutes each week he or she will be served. Continuation of entitlement letters are sent home by an assistant principal in September indicating the child's placement in an ESL class. Discontinuation of services letters are sent to all students who achieved proficiency on the NYSESLT the prior spring. All letters are sent home in both English and the family's native language. A copy of the respective letter is kept in the student's file. The assistant principal is responsible for distributing and maintaining files of letters sent.

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.

In order to effectively administer the NYSESLAT, the RLER report on ATS generates a report that delineates a complete list of students eligible for the NYSESLAT. We use this report to give to provide us with a complete attendance sheet for the NYSESLAT.

Our ESL teacher and Test Coordinator collaborate to issue tickets to the students with the time, date and location of their one-on-one

Speaking test that is conducted by an ESL-certified instructor. ESL teachers do not administer the speaking exam to their own students. We issue additional tickets for the remaining modalities (Reading, Writing, Listening) that include the time, date and place where the students will be taking the exam. The exam is proctored by licensed pedagogues who do not teach the ELL students. On the attendance sheet generated by the RLER, students must initial four times next to their name--once for each section they complete. Should a student be absent for a particular section (s), guidance counselors, the Parent Coordinator and the ESL teacher engage in a collaborative effort to reach out to students to ensure that they make up the missed section(s) the next day.

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

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])?

Instruction is delivered through a variety of models that best serve students' needs and meet the mandated number of units as per CR Part 154. In order to meet the mandated number of units, we offer self-contained ESL classes. The self-contained classes are ungraded and homogeneous. Students in grades 9-12 are placed in a self-contained class based on proficiency level.

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)?

Students receive services from two highly qualified, licensed ESL teachers. The number of instructional minutes is allocated as per CR Part 154 and determined by students' proficiency level as indicated by their LAB-R and NYSESLAT scores. Beginning students receive 540 minutes per week of ESL instruction. Intermediate students receive 450 minutes per week of ESL instruction. Advanced students receive 225 minutes per week of ESL instruction. In addition, all Spanish speaking ESL students receive 225 minutes of NLA instruction. Advanced students also receive 225 minutes of ELA instruction each week.

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.

Content area instruction is delivered in English, but native language supports are an integral part of each content area class. Students use bilingual dictionaries and receive the mandated testing accommodations for ELL students. Teachers use a variety of audiovisual materials to promote student understanding. In order to foster language development that ensures our ELL students are ready to meet the demands of the Common Core Learning Standards, teachers explicitly teach Tier 2 vocabulary that students will see across all four major content areas. Teachers have received extensive training on the instruction of language through content. Additionally, intermediate ESL follows the Read 180 curriculum, which is content based and Common Core aligned, to provide them with extra support and preparedness for the CCLS.

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

Not only are students offered the opportunity to receive all assessments, except ELA, in their native language, but ESL students also take Native Language Arts. The NLA course allows us to track the development of students' native language skills throughout the year. Content area teachers are required to provide all assessments in the students' native language to simulate real Regents testing conditions.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are evaluated in all four modalities of language acquisition through their ESL classes. All ESL assessments are designed to mimic the NYSESLAT. Through these assessments, as well as the ELL Periodic Assessment, we are able to closely monitor student progress across all four modalities, reading, writing, listening and speaking.

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).

All SIFE students are provided literacy instruction through their ESL class. Scholastic's System 44 is a foundational reading and phonics intervention technology program designed for students who cannot decode sounds, which is the case for the majority of our SIFE students. Students learn to decode the 44 sounds of the English language through personalized learning through the computer program. Additionally, teachers providing services in core content areas receive resources and to further support the development and implementation of lessons to address the needs of SIFE students.

Students with less than three years in a US school (newcomers) are immediately accommodated through a "buddy system" wherein they are paired with a student who speaks the native language but has a stronger command of the English language and has been in the country longer. Through this buddy system, we hope to ease the culture shock and anxiety that comes with starting high school in a

new country. Additionally, the System 44 and Read 180 program are designed to meet the language acquisition needs of newcomers as well as long term ELLs.

We have increased the availability of services for students in an ESL program for 4-6 years and long-term ELLs by providing an expanded tutoring program during the school day in the content areas and ESL. These students are closely monitored by the teaching staff and the guidance counselors for their attendance and their academic progress in respective subject areas. Strong emphasis has been placed on academic vocabulary development in the content area classroom and provided content area teachers with SIP training to ensure that students' content knowledge is developed in conjunction with language development. Teachers are encouraged to engage students in activities that require frequent oral and written application of the English language in their respective content area classes. The goal for all 4-6 ELLs and Long Term ELLs is to achieve proficiency by the end of the year.

Former ELL students receive all the testing modifications delineated in the New York State regulations for two years after being deemed proficient by the NYSESLAT. These accommodations include time extension on all exams, testing in a separate location, a third reading of the listening section on the ELA Regent exam, the provision of bilingual glossaries, the simultaneous use of English and Alternative Language Editions for all exams except ELA and LOTE, oral translations or lower-incident languages, the writing of responses in their native language. Teacher's schedules have been designed to allow for collaboration between teachers, particularly between content area and the ESL teacher, to further enhance a teacher's ability to assist transitional students. Teachers are made aware of transitional students in their classes. We do this by keeping a list of students readily available to all teachers. We get this list by running the RLAT in ATS for all students, not just entitled students. We then sort by students achieving proficiency within the last two years. We recognize the importance of this as some students will have achieved their passing score in middle school. Additionally, lunch time tutoring is offered to all students including transitional ELLs.

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?

SWD ELLs all receive instruction through Scholastic's Read 180 or System 44 programs. Both programs are Common Core aligned and designed to help students master the reading skills defined by these standards. Read 180, for example, exposes students to a variety of genres in various content areas that become increasingly difficult as they progress. At the same time, it provides scaffolding support they need in order access these grade level texts. Read 180 and System 44 are both research based programs that have proven results with students with disabilities as well as English Language Learners.

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

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?

The school designs its program in order to allow all SWD students to be in the least restrictive environment. Because many of our ELL students are also classified SWD, we program so that core content classes do not conflict with the students' ESL class. All ELL SWD students have full access to our ESL and Special Education services as well as our wide range of elective courses and after school programs.

Teachers are assigned a common professional period for the sole purpose of engaging in inquiry and data analysis. During this time, teachers are expected to not only examine the data from their own courses, but to also engage in inquiry within their respective departments and grade levels. The goal of this work is to identify common issues and develop common strategies to align the work individual teachers are engaging in and to better support student needs in light of the mandates set forth by Regents exams and the rigors of the content areas. A large portion of our ELL-SWD's have been placed in CTT or SETTS as per incoming Grade 8 IEP information, teacher recommendation and/or students' demonstrated academic ability. Physical education

and elective classes are open to all students regardless of placement.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

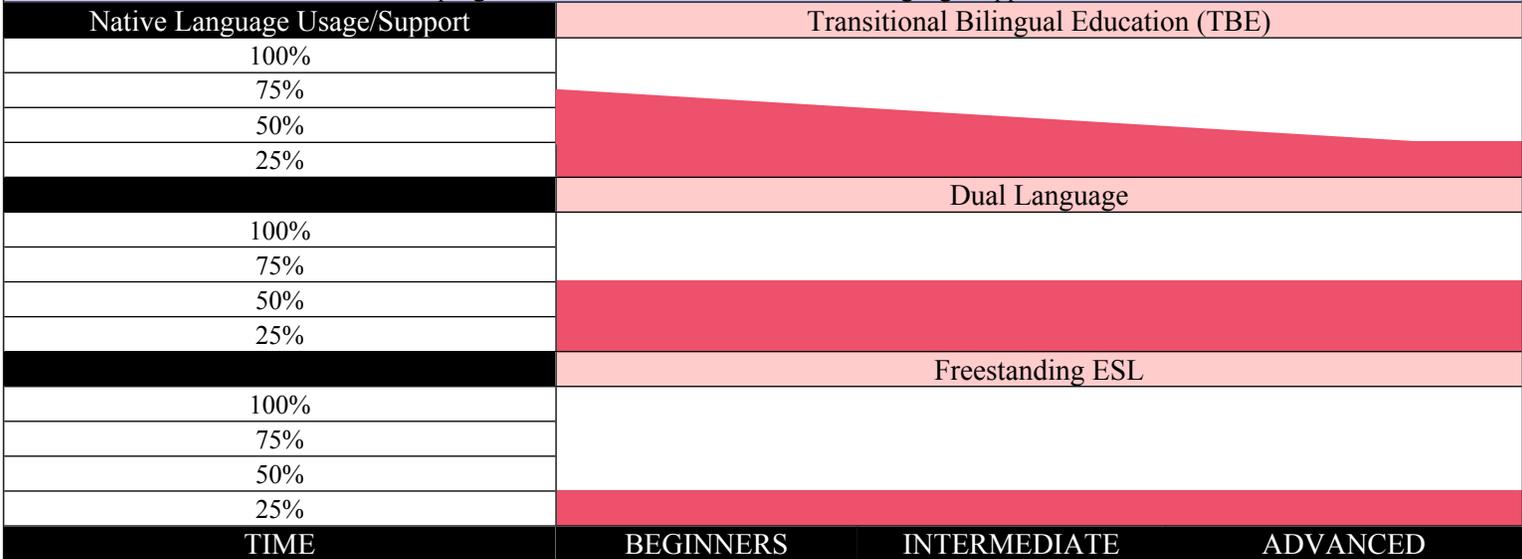
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Our tutoring and scheduled intervention programs meet during period 4. Students who are specifically targeted to attend these scheduled intervention programs are newcomers, long-term ELLs and SIFE students. These subgroups typically need this additional support in order to acquire the Cognitive Academic Language Proficiency (CALP) necessary to meet all graduation requirements and reach proficiency on the NYSESLAT. Teachers who have these designated times available are able to meet with students individually or in organized groups developed according to the needs of the students. Additionally, the ESL curriculum is content-based and Common Core aligned, providing additional support for ELLs who struggle to gain CALP.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

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

One program we have evaluated and decided to implement is the System 44 and Read 180 program for beginning and intermediate ESL classes. Both are Common Core aligned and designed to meet the needs of struggling readers. Based on our 2013 NYSESLAT data, our students have, by in large, attained proficiency in speaking and listening, but not reading and writing. Because of this data, our focus is now to push students' growth in reading and writing. System 44 is used with our preliterate students to help them learn how to decode the 44 sounds of the English language. Once students are able to break the code, Read 180 works to improve their reading comprehension skills in the content areas.

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

No programs or ELL services have been discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

BLCS has a rigorous content-based curriculum in which students are engaged in intermediate and advanced level classes in all subject areas. Students also have the opportunity to participate in several law-related electives. All students are given the opportunity to participate in tutoring and additional academic support classes, including coursework designed specifically to address preparation for Regents exams, during and after their regularly scheduled day. All students have the opportunity to participate in afterschool enrichment and recreational activities such as the Multicultural Club, a music program, flag football, basketball, mock trial and moot court. We view students' participation in these activities as a means by which to further their personal interests, improve their attendance and engage in activities that require the use and application of language skills.

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 ELL students receive services in the general education setting in heterogeneous classes. Classrooms are equipped with Promethean boards, LCD projectors and media carts. In order to enhance classroom content, programs such as Read 180 and System 44 are used in the ESL classroom. At BLCS we have found that a range of technology and a myriad of software allows for greater flexibility to address the individual needs of students, particularly our ELL population. The existence of an three different homogeneous ESL classes, supplemental resources for ESL and content area teachers and a professional development library designed to meet the needs of our teaching staff further supports our ELL population.

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

All native language supports are organized and developed by the ESL teachers and our learning support organization, New Visions. Teachers are offered multiple resources to supplement their instruction, which includes but is not limited to bilingual dictionaries, audio texts, video components to assist in the conveyance of concepts, dual language and modified texts. A literacy coach has been hired and given a schedule that allows her to visit and support teachers of ELLs in content area classrooms. Additionally, both System 44 and Read 180 software has native language support built into the software. It can be turned on or off depending on student need.

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

All required services, supports and resources are aligned with student grade levels and ages. Pedagogical staff and administration work together to examine materials to ensure that the materials procured for use by ELLs is consistent with the level of rigor found in standard materials. The primary concern is for content to be accessible and presented in multiple modalities to address student learning styles and language strengths.

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.

We hold a series of Parent Orientations and case conference with students, both individually and as a group. Once a student is programmed, he or she quickly becomes acquainted with the school by receiving an introduction, a campus tour, and a meeting with his or her teachers. In the fall and the beginning of spring term, a session is devoted to developing students' understanding of their programs and graduation requirements. Any student who enters during the time period between these sessions will receive this session individually. We have established a Summer Bridge Program that is open to all new incoming students. During the course of this program, students are scheduled to take an ELA and mathematics course to allow students to familiarize themselves with the expectations the high school classroom will put before them, to familiarize themselves with staff and their new environment and to allow teacher to gather data and a better understanding of strengths and weaknesses of incoming students, particularly SWD's and ELL's.

18. What language electives are offered to ELLs?

BLCS offers Spanish, Italian and Native Language Arts. ELL students are free to take part in any of the language electives offered.

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)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. All monthly professional development opportunities at Bronx High School for Law and Community Service require the participation and attendance of assistant principals, paraprofessionals, guidance counselors, social workers, occupational/physical therapists, speech therapists, secretaries, and the parent coordinator. Professional development is provided by school staff and support organizations such as New Visions. Each teacher has an individualized professional development plan based on initial observations using the new Danielson rating system. Based on individual teacher needs as well as school wide instructional needs, professional development sessions are differentiated. The first Wednesday of every month is a shortened day for students giving all staff the opportunity to meet for an hour and a half of focused PD according to their PDP.

2. Our math and literacy coaches attend training in the Common Core Learning Standards once a month. Each month they come back and turn key what they have learned to the rest of the staff via small group departmental meetings and inquiry work. ESL teachers are included in the ELA and Math turn key sessions, so that they are ready to support ELLs language acquisition in all content areas.

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

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

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. All parents are encouraged to attend our monthly School Leadership Team and Parent Association meetings. We ensure that outreach for these meetings is done in the family's native language. In order to increase attendance of ELL parents at school conferences, Parent-Teacher Conferences and other school events, we have increased the use of the school's automated phone messaging service and one-on-one phone calls from our parent coordinator. Parent(s)/Guardians(s) of ELL's are invited to our semi-annual (September and February) ELL Parent Meeting wherein parental roles and rights are discussed as well as the mandates set forth by the State of New York including ESL instruction, the NYSESLAT exam and the accommodations students are entitled on to on the Regents exams. Parents are regularly invited to school awards functions.
 2. We provide information about services outside of our facilities through our Parent Coordinator and Guidance Department in the family's native language. We encourage ELL parents to take advantage of all resources afforded to in our community and on our multischool campus. Some of the outside agencies that provide services to our ELL parents and students include but are not limited to, the Bronx Borough President's Office, Committee on Special Education (CS), Good Shepherd Services, etc. The partnership between our school and Good Shepherd Service is the one service that is most vital to the continued success of our ELL population as they engage in on-going outreach and social-emotional support for at-risk students and those who have demonstrated gaps in attendance. They also coordinate outreach and support for the parents of these students and will connect them with outside agencies that can assist with the overcoming of the various obstacles preventing children from meeting with success at school.
 3. The needs of parents are assessed using a myriad of data sources that include but are not limited to the Learning Environment Survey, internal surveys designed by BLCS written in the family's native language, feedback given to the Parent Coordinator, feedback given to the Guidance Department, minutes from the School Leadership Team meetings, and minutes from the Parent Association meetings.
 4. The feedback provided by parents at various times and contexts throughout the year is the basis for the development of parent involvement activities at BLCS. We schedule parent activities to occur at the times that parents find most convenient and encourage greater attendance that reflects the need these parents have to see their children succeed in their new school and country. These events are driven by the need all our parents and students have – to be a valued member of a thriving community. Their participation at the SLT and PTA meetings are also essential to the satisfaction of this basic need and to facilitate their participation we provide additional staff members to assist with translation.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: BX HS for Law and Community Se

School DBN: 10x439

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Barakat	Principal		1/1/01
Meredith Phelan	Assistant Principal		1/1/01
Nelly Lopez-Avlear	Parent Coordinator		1/1/01
Jessica Faugno	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Ryan Spass	Coach		1/1/01
Jiel Joseph	Coach		1/1/01
Mildres Reyes	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: 10x439 School Name: Bronx High School for Law and Commu

Cluster: 52 Network: 562

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

Part A: Needs Assessment Findings

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

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

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

We have 186 parents who speak languages other than English at home, which is about half of our parent population. There is a great need to communicate with parents in Spanish. Our school serves families who speak: Spanish, Albanian, Arabic, Twi and Bengali. We have staff members who speak Spanish, Italian, Korean and French. Oral interpretation services are provided by school staff. Written communication distributed by the school is presented in English and Spanish. We use the RAPL report in ATS to determine the language preference of each parent to ensure that they receive all oral and written communication in their preferred language.

Part B: Strategies and Activities

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

Translation services are provided in house by our administration, guidance counselors, community assistant, parent coordinator, and attendance teacher. All written communication is translated before it is sent to the students' homes. Before a document goes out, we consult the RAPL report to determine, into which languages it needs to be translated. These are translated on the same day in house. If in-house translation is not a possibility, we contract out.

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

Oral interpretation services are used to meet the needs of our 186 parents who speak a language other than English at home. These services are provided by our administration, guidance counselors, community assistant, parent coordinator and attendance teacher. Staff members are ready to translate information and answer questions throughout the school day and at all school functions.

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

We fulfill Section VII of Chancellor's Regulations A-663 by requesting language information documents for all new students and maintaining records of information collected. Parents fill home Home Language Surveys if this is their first time in an NYCDOE school. If it is not their first time, sending middle schools send the student's HLIS with student records. All new information gathered is entered into ATS by the school secretary. This information is fed into the RAPL report. All teachers are aware of the NYCDOE translation services phone number, in case they find themselves in the situation where no staff member is available to translate, or it is a lower incident language such as Albanian or Arabic.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Bronx High School of Law and C	DBN: 10x439
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 7

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

Part C: Professional Development

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

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

Part D: Parental Engagement Activities

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

Part E: Budget

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

Allocation Amount: \$11200

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

Part E: Budget

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

Allocation Amount: \$11200

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