



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BRONX SCHOOL FOR LAW, GOVERNMENT & JUSTICE
DBN (i.e. 01M001): 09X505
Principal: MEISHA ROSS-PORTER
Principal Email: MROSS@SCHOOLS.NYC.GOV
Superintendent: CARRON STAPLE
Network Leader: SHANNON CURRAN

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
Johanie Hernandez	*Principal or Designee	
Basil Manolakos	*UFT Chapter Leader or Designee	
Janil Dean	*PA/PTA President or Designated Co-President	
Dianette Cuadrado	DC 37 Representative, if applicable	
Cindy Matos	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gail Smallwood	Member/ Parent Coordinator	
Celeste Coleman	Member/ Teacher	
Herbert Morgan	Member/ Teacher	
Mercedes De la Cruz	Member/ Parent	
Amanda Matos	Member/ Student Representative	
	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- 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.
- 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 CEP 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 CEP before it is approved.

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

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

1. Prepare all students for college success.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Subject area teachers in all core courses (Math, ELA, SS and Science) will develop Common Core aligned units of study with a goal of raising the percent of students graduating LGJ with College Ready scores in ELA & Math.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Finalize and develop units across all content areas
2. Look at student work products (developed from CC units) in department teams and during Professional Development workshops
3. Provide multiple opportunities for all students to meet the college ready standards in ELA and Math

1.

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

1. Department meetings held twice weekly during common planning time will be used to develop and finalize unit plans.
2. Professional Development sessions on selected Wednesdays will be spent analyzing student work products to evaluate the progress of students
3. Periodic Assessments will be administered quarterly, the first baseline assessment to be administered in September. Action plans and teacher-specific goals will be developed by each teacher based on baseline data analysis. Progress towards these goals will be monitored and teacher strategies adjusted based on subsequent periodic assessment administration and analysis.
4. Instructional leaders (Math & Literacy coaches, Assistant Principals of Instruction and Principal) will provide actionable feedback following formal and informal classroom observations.
5. In addition, students preparing for state exams will be provided additional test preparation after school and on Saturdays to further monitor readiness and provide additional supports for struggling students

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

1. Analyses conducted by instructional leaders of teacher developed unit and lesson plans will provide evidence of the incorporation of the CCLS into daily lesson delivery. Additionally, analyses of informal and formal observation feedback will demonstrate to what degree all classrooms are incorporating CCLS standards.
2. Data analysis conducted after each periodic assessment cycle (quarterly) will provide evidence of student preparedness and progress towards achieving proficiency in CCLS.
3. Mock Regents/CCLS Exams will be administered to all students and data analysis will determine preparedness of students for upcoming assessments as well as provide instructional next steps for classroom and test prep teachers.

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

1. All faculty will initiate this goal in September 2013 and continue throughout the 2013/2014 school year ending in June, 2014. Teachers will use departmental planning time to align their lesson plans to the common core standards on a weekly basis from September 2013 through June 2014.

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

1. Departmental common planning time (twice weekly) and bi-monthly Professional Development sessions will be used to review unit plans and student work products generated to assess the impact of CCLS aligned units on student progress. Feedback regarding how common core standards have

been incorporated in lesson plans will be delivered during department meetings and during face to face feedback conversations between instructional leaders and teachers 1-2 per week.

2. Department teams will set norms for reviewing student work and for providing peer feedback following classroom inter-visitations
3. Instructional Coaches and Assistant Principals will provide face to face feedback on lesson incorporation of CCLS following informal observation and joint planning sessions

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Periodic Assessment and classroom performance data will be tracked and distributed to parents via Jupitergrades online gradebook, as well as hard copies distributed quarterly to parents. Student specific comments will be issued quarterly on progress reports distributed.
2. Course Syllabus and grading policies will be available online for parents on our school website

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

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

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

1. LGJ Teachers and School Leaders will implement common routines and rituals across classrooms/grades.
2. Implementation of various disciplinary strategies will be employed to reduce classroom/school removal for low level infractions
3. Opportunities for parents to become involved in school wide events will increase

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Grade Team Meetings (Wednesday afternoons) will be used twice monthly to address common classroom routines. Professional development in best practices will be conducted by the Instructional Coaches and Assistant Principals of Instruction..
2. Teachers will conduct quarterly peer observations to monitor the implementation of common routines and rituals across grade levels and content areas
3. Daily LGJ Blast (all staff email bulletin) will be used for daily reinforcement and communication of reminders and additions to common routines and rituals
4. Student Support Team will meet weekly with the Principal during which student attendance and disciplinary data will indicate the efficacy of common routines and rituals Student Support Team will meet weekly with the Principal during which student attendance and disciplinary data will indicate the efficacy of common routines and rituals .
5. Parent Coordinator will conduct monthly meetings with PTA to increase communication with families and to present opportunities for families to participate in school community events

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

1. Instructional leaders will provide professional development opportunities in classroom management best practices

2. Faculty and Guidance staff will engage in Grade Team Meetings with students quarterly to review progress and performance and reinforce common routines and rituals with students
3. Dean's Office staff will present weekly/monthly reports on student removals and levels of student infractions
4. Assistant Principal for Organization will conduct weekly meetings with the Dean's Office personnel to review quantity of student removals/referrals and levels of infractions
5. Jupitergrades (online gradebook) will be used by faculty and dean's for up to the minute parent communication of student behaviors. Quarterly comments will be emailed and mailed home as well as distributed personally to parents during parent-teacher conferences

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

1. Analysis of peer observation data will demonstrate the degree to which common routines and rituals are used across grade levels and content areas
2. Analysis of referral and suspension data will demonstrate degree to which common routines and rituals contribute to the reduction of classroom removal for low level infractions.
3. Parent Coordinator will provide analysis of parental use of the online student gradebook (Jupitergrades) and attendance at PTA and school sponsored events

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

1. All staff will initiate this goal in September 2013 and continue throughout the 2013/2014 school year ending in June, 2014. Faculty and support staff will use bi-monthly professional development time and grade team meetings to revise and reinforce common classroom routines and rituals from September 2013 through June 2014

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

1. Grade Team Meetings (Wednesday afternoons) will be used twice monthly to address common classroom routines. Professional development in best practices will be conducted by the Instructional Coaches and Assistant Principals of Instruction
2. Student Support Team will meet weekly with the Principal during which student attendance and disciplinary data will indicate the efficacy of common routines and rituals
3. Parent workshops will be conducted by Parent Coordinator and Guidance staff to ensure access and working knowledge of Jupitergrades and school website

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

6. Parents will be contacted directly by faculty and/or Dean's Office staff following each referral.
7. Teacher comments and concerns will be documented using Jupitergrades for parents to view in real time.
8. Parent Coordinator will meet monthly with PTA to increase communication with families and share upcoming events for family and community involvement including but not limited to Senior Night, PA Meetings, Parent workshops, College Night, holiday events, and parent-teacher conferences.
9. School website will include monthly updates for parents regarding classroom routines and rituals. All school policies, dress code and DOE regulations will be available on the school website. Events calendar will be published and updated weekly/daily on the school website.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

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

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

LGJ Administration will conduct ongoing informal observations for all major academic subject teachers. LGJ will use the New York City Performance Assessment Common Rubric (Danielson) as the measure of effective teacher performance.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Assistant Principals will train and support instructional coaches in the observation and feedback process
2. Monthly Professional Development time will be dedicated to improving and implementing a data tracking system that monitors student performance on Readiness Exams and periodic assessments
3. Instructional leaders will conduct informal observations of teachers and provide feedback statements to teachers regarding areas of strength and areas for improvement.

1.

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

1. Instructional Coaches will work one-on-one and in small groups with faculty to support teacher development in the areas of focus identified for improvement by classroom observations conducted by instructional leaders
2. Observation feedback generated by instructional leaders will be recorded on the New York City Measure of Teacher Practice (MOTP) evaluation form and implemented by the APs to monitor, assess, and improve the areas for improvement by teacher. Review and analysis of the observation feedback will indicate if the teachers' are improving upon the areas of improvement that have been identified.
3. PD time will be used for faculty to continue to improve and implement a data tracking system that monitors student performance on Readiness Exams and periodic assessments administered throughout the 2013-2014 school year

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

1. Analysis of data and evidence collected during classroom observations will show levels of teacher effectiveness across grade/content areas
2. An analysis of periodic assessment results, readiness exam results and examination of student work products will indicate the impact of the teachers' teaching on their students' learning.

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

1. Teachers are informally observed at a rate of 2-3 teacher per day starting in September of 2013 and receive observation feedback on the same days as the observations occur throughout the 2013-2014 school year culminating in June 2014.

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

1. Assistant Principals will keep a calendar of classroom observations to include a minimum of 2-3 classroom visits daily, data to be logged in Advance MOTP.
2. Monthly Professional Development time will be dedicated to reviewing classroom observation data collected with a lens towards the levels of effectiveness using the Danielson framework.
3. Periodic Assessment data will be reviewed with instructional leaders to cross reference teacher effectiveness levels with student acquisition of requisite content and skills.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

Involvement Policy (PIP).
 Periodic Assessment and Readiness Exam data will be available via Jupitergrades.
 Parent workshops will be conducted to provide access to Jupitergrades and to inform parents of CCLS and their implementation at LGJ.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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.

B. Key personnel and other resources used to implement each strategy/activity
 1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
 1.

D. Timeline for implementation and completion including start and end dates
 1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.
LGJ employs rigorous hiring practices to ensure the best fit, high quality candidates for our school. Every interested candidate must submit a teaching portfolio including a resume and recommendation letters. Once reviewed using our portfolio rubric, the best candidates are called in for a face to face interview. Our interview panel includes the AP of Instruction for that content area, as well as department and grade team leaders. Additional staff members may also be called to serve on the hiring committee depending on the duties. A series of questions are prepared and scored on a rubric and reviewed by the committee following the interview. After the rubric evaluation, selected candidates are recommended to return and perform a demonstration lessons. Demo lessons are done in front of a class of our students. Students are given feedback forms so that we can get their opinions as well as we consider each candidates rating. Once we have a finalist, the Principal and AP do a final interview and review of the candidate's credentials.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Instructional coaches, APs, and our network provide ongoing support and training in the implementation of the CCSS

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

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 work in department groups to create, score and analyze appropriate assessments to monitor student progress throughout the year. These assessments, chosen and in some instances created by the teachers, include mock exams and performance tasks aligned to the Common Core Standards. Professional Development time is provided quarterly and on citywide PD days to review, analyze and enhance assessment offerings.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**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.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 09	Borough Bronx	School Number 505
School Name Bronx School for Law, Gov. & Justice		

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 Meisha Ross-Porter	Assistant Principal Johanie Hernández
Coach	Coach
ESL Teacher Felicia Johnson	Guidance Counselor Cynthia Glass
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Gail Smallwood
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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	776	Total number of ELLs	44	ELLs as share of total student population (%)	5.67%
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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							11	5	3	13	9		3	44
Push-In														0
Total	0	0	0	0	0	0	11	5	3	13	9	0	3	44

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	23
SIFE	1	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	27

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. ①

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	6	1	4	12		3	25		16	43
Total	6	1	4	12	0	3	25	0	16	43

Number of ELLs who have an alternate placement paraprofessional: 6

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							11	5	3	13	9	0	3	44
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	11	5	3	13	9	0	3	44

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)														0

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)							1	1						2
Advanced (A)							10	4	2					16
Total	0	0	0	0	0	0	11	5	2	0	0	0	0	18

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8	3			11
7	5				5
8	2				2
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	6		4		1				11
7	5								5
8	2								2
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	2								2
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				
Integrated Algebra	5		2	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	9		0	
Physics				
Global History and	2		0	
Geography				
US History and	1		0	
Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 1. As we are a 6-12 school, all students participate in the DRP Core Comprehension Test to measure each student's ability to read and understand increasingly complex texts. Data from this assessment provide teachers with the most difficult texts a student can understand with 90 percent or higher comprehension. The assessment also indicates which students are reading at, above or below grade level and what grade band they are currently reading within.
Additionally, this year all students grade 6-12 are being assessed twice yearly using the NYC Performance Assessment in ELA.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The patterns in student's results in the four modalities across the proficiency levels and grades are as follows: the students are scoring higher in listening and speaking than reading and writing on the NYSESLAT. The students are developing their competence in Basic Interpersonal Communication Skills at a rapid pace. Using the city and state assessment data, it indicates that their Cognitive Academic Language Proficiency is not yet at par. Based on the NYSESLAT data, reading is the modality in need of the most improvement, followed by writing.
3. 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](#))

This data will affect the instructional decisions that we make. The implication for instruction is that our curriculum has to foster skills in reading and writing across the content-areas. The 2013 NYSESLAT data indicates that our students are weak in reading and in writing.

In order to move students who are weak in writing to the next level, we use the following strategies: Shared writing, teacher modeling of writing, the writing process, differentiation of instruction, using data to drive instruction, ongoing assessment, graphic organizers, small group guided instruction, and peer conferences. Our school wide professional development plan has in mind our ELL students. As such, all teachers are engaging in inquiry studies around differentiated instruction as well as the creation of meaningful and targeted classroom assessments.
4. 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?

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

Within the RtI framework, special emphasis is placed on ongoing data collection and review in determining the appropriate responses for ELLs who are struggling. Classroom data collected in the form of student work, observations and periodic and formative assessments is evaluated regularly to monitor ELLs progress toward attaining specific benchmarks set out. If an ELL is not meeting their particular benchmark, careful examination is made to the context in which the ELL is struggling, to ensure that the learning difficulties are truly a manifestation of a learning disability vs. a language acquisition behavior.
6. How do you make sure that a child's second language development is considered in instructional decisions?

In order to ensure that a child's second language development is considered in instructional decisions, all ELLs participate in multiple literacy assessments throughout the year including the DRP, teacher developed CCLS aligned unit tasks, periodic assessments in ELA and Math, as well as mock Regents/CLLS exams. Data from these ongoing assessments is used regularly in departmental meetings to determine instructional next steps for ELLs.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

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

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

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 student is first admitted to the Bronx School for Law, Government & Justice (LGJ), our Parent Coordinator meets with the said student and parent/guardian and administers the Home Language Survey (HLIS). If the Home Language Survey indicates that the student speaks a language other than English at home, or that the student has attended a school in a different country where English is not spoken, the Parent Coordinator calls the ESL Coordinator, Felicia Johnson. At that time, Ms. Johnson who is ESL certified, conducts an informall interview with the student and family. This interview is conducted in English and their native language. If the student's family speaks a language that Ms. Johnson or another staff member cannot translate orally, the translation unit is called to facilitate this interview. If deemed necessary, the student is given the LAB-R exam within 10 school days of initial enrollment as per CR Part 154. The exam is handscored and the student is then programmed accordingly by his or her guidance counselor. The LAB-R Report is monitored to verify that the placement was correct. Students' language proficiency is formally monitored by the NYSESLAT given to all ELLs over the course of a three-day period in early May.
2. 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.
LGJ offers a Free Standing ESL and Push In program for beginning, intermediate and advanced learners. In addition, we offer the same services during after school hours for four periods per week. Parents are introduced to our program offerings during the interview process mentioned in #1.
3. 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 [\[see tool kit\]](#).)
Parent Surveys are distributed during parent/teacher conferences and by mail. LGJ offers a Free Standing ESL program only; therefore Program Selection Forms are not applicable.
4. 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.
At the beginning of the school year parents/guardians receive entitlement letters in their native language and English. These letters indicate continuation or discontinuation of services. Parents are instructed to return a signed copy of the entitlement letter. A second letter is hand delivered to the student.
5. 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.
A special schedule is created each year to accommodate the administration of the NYSESLAT Exam. Our ESL Coordinator (formerly Ms. Johnson, receives coverages over the course of 3 to 4 days from her official schedule and instead administers each

NYSESLAT portion to her students in a separate location. Middle School students and High School students are tested separately. Additional support staff and teachers are trained and then assigned to proctor written portions as needed. A make-up schedule is included in the planning to ensure that all students are tested each year.

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.  As previously stated, LGJ only offers a Freestanding ESL 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])?
1. LGJ has a free-standing ESL program servicing students in grades six through twelve through a Self-Contained program. Students in Grades 9-12 are grouped Ungraded and Heterogenously. Students in grade 6-8 are grouped by grade and heterogeneously. English is the language of instruction in self- contained ESL classes.
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)?
 2. The number of ESL instructional units that students receive is allocated as per New York State CR Part-154 regulation and determined by students' proficiency levels as indicated by their LAB-R or NYSESLAT scores. Students who are currently at a beginning level are offered the following supports: Self Contained ESL with a licensed ESL teacher; 500 minutes of ELA instruction, IEP mandated Speech Therapy by a bilingual Speech Therapist and Related services (where indicated on a student's

IEP). Students who are currently at the Intermediate level are offered the following supports: a Free Standing ESL program for five periods per week; after-school Academic Intervention Services two to four periods per week. Students who are currently at the Advanced level are offered the following supports: a Free Standing ESL program for five periods per week; afterschool Academic Intervention Services two to four periods per week. In addition, Intermediate and Advanced level students are in ELA class one period each day (6th -8th Grade has 7 periods per week total), five times per 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.

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

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

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

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

5. We ensure that all ELLs are appropriately evaluated in all four modalities of English acquisition by first using NYSESLAT previous year scores to identify individual student strength and weaknesses in each modality. Throughout the school year, the ESL teacher will use her periodic assessments, administered quarterly, to monitor student progress in each modality comparing growth from the baseline score provided by the previous year's NYSESLAT.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

6 c. For ELLs receiving service for 4 to 6 years, our goal is for them to not only attain proficiency, but to be prepared for the rigors of college coursework. Afterschool homework help and tutoring is available to all ELL students, as well as Saturday Academy courses for test prep. Regents prep is also available for high school students and ELA/Math Test Prep for MS Students.

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

6 e. Former ELLs in years 1 & 2 after testing proficient are extended the same peer tutoring offerings, as well as entrance into Saturday Academy, as current ELLs. Additionally, student performance on the NYC Performance Assessment, as well as the Regents and/or CCLS Math/ELA exam is monitored for all former ELLs in year 1 or 2 after testing proficient to ensure they are continuing to thrive in a mainstream environment. Parent communication and enrollment in after school tutoring, homework help or test prep is recommended at the conclusion of each marking period for those students not showing adequate progress on periodic assessments.

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?

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

IEP.

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?

See #7

Courses Taught in Languages Other than English 

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

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

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

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

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

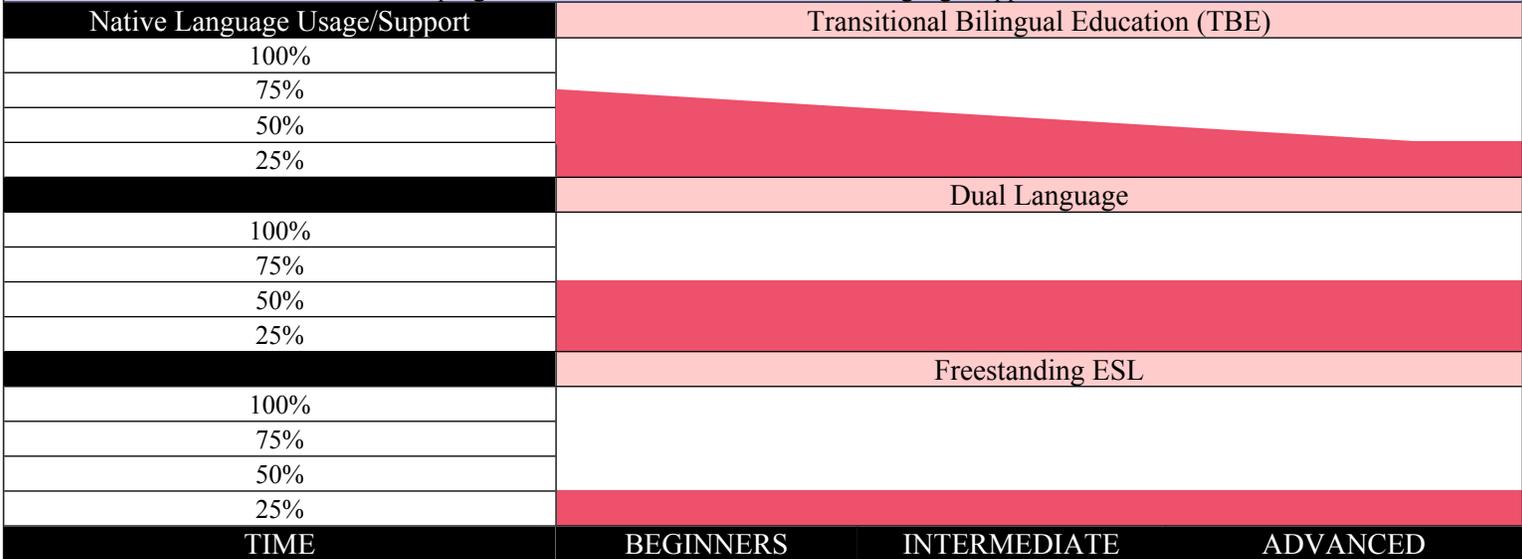
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.
- We offer an afterschool tutoring program for ELL students. At this after school program content area teachers tutor ELLs in all subject areas. Content area teachers will provide meaningful lessons that strengthen background information and promote the literacy of students. As previously described above, we also offer a Saturday School Academy to all ELL students for the purposes of test preparation for NYSESLAT, ELA Regents and MS ELA Exams.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- It is apparent across all grade levels that our Advanced and Intermediate ELLs have a specific need for reading and writing enrichment to support them in moving toward proficiency. As a result, the English and ESL teachers develop scaffolded and differentiated reading-and-writing-intensive curricula for all ELA and ESL classes. The writing assignments and texts are selected to promote and encourage skills needed for students to reach proficiency on the NYSESLAT and the English Regents Examination.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year, we will continue the implementation of our Saturday School Academy for ELL students and our after school tutoring program.
12. What programs/services for ELLs will be discontinued and why?
- No programs or services for ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs both academic and extracurricular. In addition, they participate in afterschool clubs and sports programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials used in the ESL program support the development of language acquisition across the content areas. The primary textbooks support the New York State standards for English as a Second Language in grades 6-12. Supplementary textbooks and the use of dictionaries, glossaries and content area books are also provided.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is provided in the ESL classroom. This is done by clarifying directions in students' L1 when possible.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The ESL curriculum is differentiated to support students' needs by age and grade level. The textbooks utilized are age appropriate and reflect lexile level. In Middle School, stand along ESL classes are grade specific to reinforce common core aligned themes as applicable to second language acquisition.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Newly enrolled ELLs have the opportunity to attend the summer bridge program where students become familiar with the teachers, classrooms and staff in our building. A tour of the building is also offered at parent orientation or during the first week of student enrollment. We communicate all school rules, regulations and policies with parents/students in the student's native language. A list of ELL students is sent to teachers at the beginning of the school year so that they may identify a student immediately for modifications and supports as applicable.
18. What language electives are offered to ELLs?
- Language electives offered to ELLs include Spanish as a NLA.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

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

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

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

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. LGJ's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners. Parental involvement at LGJ is supported by the initiatives outlined below: Jupitergrades – (An online, real time grade book of student progress) To encourage parent involvement and to support the academic success of all students, parents are given online access to Jupitergrades.com. This program is web based, user friendly and provides academic information in both English and Spanish. JupiterGrades.com enables both parents and students to check student grades, attendance and homework online from any computer. Each parent is also issued an ARIS login and password in order to keep track of their children's attendance, state test scores and credit earned towards graduation. Our goal is to have 85% or more of our parents logged onto ARIS and Snapgrades.net by the end of the 2013-2014 school year.

To support these initiatives, we will continue to conduct parent workshops and training sessions in both Spanish and English to support parent use of these programs. Upon receiving an ARIS grant for technology, we have created an ARIS Computer Lab for Parent use. Parent access to our ARIS Computer Lab will further support our goal to increase parent involvement. We feel strongly that this will empower parents to be an integral part of their children's educational success.

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

- School Messenger Phone System – Phone messages regarding student attendance, lateness, after school events and parent-teacher conferences are programmed through our School Messenger Phone System. Through this system we are able to call, text and email parents with important information in a timely manner. In addition, we send out all messages in both Spanish and English in order to better serve our student population.
 - Jupitergrades Emails – Administrators, Teachers, Social Workers and School Counselors can email parents and students through our Jupitergrades system. This is especially useful when communicating academic progress and attendance. This can be accessed in both Spanish and English
 - Consistent and Regular Mailings – As an additional measure of communication, we will often have school wide mailings (in addition to phone calls home and emails) to keep parents informed of ongoing school events. These mailings are provided in both Spanish and English.
 - LGJ Parent Association Survey – We are providing all parents with a survey to determine how they would like to be more involved at our school. We hope to gain feedback from parents regarding what they want to see in our school as well as what they are interested in participating in. In doing so, it is our goal to increase parent communication and parent involvement within our school community. This too is provided in both Spanish and English.
2. LGJ partners with various agencies and CBO's in order to provide workshops for our parents. These include, but are not limited to, the college application process, Financial Aid Process, parenting workshops for parents of teenagers, etc.
 3. Parents are surveyed in English and their native language to evaluate their needs and interests for parental involvement.
 4. Based on parent surveys, we schedule parent meetings according to times that they prefer. Recent needs assessments have indicated a need for more support in the financial aid process. We also vary the time of these meetings, sometimes in the morning, other times in the evening to accommodate the needs of as many parents as possible.

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: Bronx School for Law, Gov & Ju

School DBN: 09X505

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Meisha Ross Porter	Principal		1/1/01
Johanie Hernández	Assistant Principal		1/1/01
Gail Smallwood	Parent Coordinator		1/1/01
Felicia Johnson	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Cynthia Glass	Guidance Counselor		1/1/01
	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: 09X505 School Name: The Bronx School for Law, Governme

Cluster: 1 Network: Urban Assembly

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.

The language of the parent is determined by various sources: We look at the language noted on ATS, at the initial meeting at the school or via a phone conference, as well as through the responses of the Parent Survey. In addition, we continuously collecting information about our parents language needs at parent meetings, workshops and/or orientations through surveys and/or questionnaires.

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.

The Bronx School for Law, Government and Justice parents require oral interpretation during meetings and events—before and after school (such as Parent/Teacher conferences, PTA meetings, Open Houses, orientations, etc.)—in Spanish, the school's dominant second language. Our parents also require that phone calls to the home regarding attendance, illness, behavior, academic performance, etc.) be available in Spanish. Our parents also need written translation of all written communication that is distributed (e.g. student dress code, school wide non-negotiable rules, upcoming events bulletins, etc...)

The issues of written translation and oral interpretation have been shared at SLT meetings, with teacher grade teams, as well as at professional development sessions with our faculty and staff.

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.

The Bronx School for Law, Government and Justice has numerous support staff members, as well as an Assistant Principal and School Counselor who can translate text into Spanish.

All letters, memoranda, and literature to be sent to parents will be given to the in-house translators (Spanish language) a minimum of five days prior to their scheduled mailing or distribution.

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

The Bronx School for Law, Government and Justice translates regular written correspondence into Spanish and if necessary uses the services of the DOE's Translation and Interpretation Unit for other languages. At Parent Teacher conferences, and other meetings, bilingual personnel and parent volunteers are available to provide oral interpretation services. We also offer simultaneous interpretation by our in-house school staff members during meetings and workshops. In addition, when a parent in need of oral interpretation visits the school to speak with a counselor, teacher or any staff member, we ensure that the parent is accompanied by an in-house interpreter if the person who they will be speaking with is not bilingual.

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>.

All parents are informed of their rights to translation services in writing. Posters giving information about the DOE's translation services are posted in the main office as well as inside and outside the Parent Coordinator's office.. Parents are also informed of their rights to translation orally at meetings, workshops and when visiting the school.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 42
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

Part C: Professional Development

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

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

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

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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