



**2014-15  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**DRAFT – PENDING NYSED APPROVAL & SUPERINTENDENT  
APPROVAL**

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

**School Name:**                        **[SECONDARY SCHOOL FOR LAW |**

**Principal:**                              **[ONEATHA SWINTON |**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Secondary School for Law School Number (DBN): 15K462  
School Level: High School Grades Served: 9-12  
School Address: 237 7<sup>th</sup> avenue  
Phone Number: 718-832-4200 Fax:     
School Contact Person: Oneatha Swinton Email Address: Oswinto@schools.nyc.gov  
Principal: Oneatha Swinton  
UFT Chapter Leader: Meredith Saladis  
Parents' Association President: Jeanine Corneal  
School Leadership Team  
Chairperson: Ellen Keating  
Student Representative(s): Samantha Thompson, Akaylah Tomlinson

**District Information**

District: 15 Superintendent: Ms. Karen Watts  
Superintendent's Office Address: 1396 Broadway Room 110 Brooklyn NY  
Superintendent's Email Address: kwatts@schools.nyc.gov  
Phone Number: 718-455-4635 Fax: 718-455-4684

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Christopher Groll  
Network Number: 402 Network Leader: Maria Cristina Jimenez

**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in [blue ink](#). If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Oneatha Swinton	*Principal or Designee	
Meredith Saladis	*UFT Chapter Leader or Designee	
Jeanine Corneal	*PA/PTA President or Designated Co-President	
Ellen Keating	DC 37 Representative, if applicable	
Samantha Thompson, Akalyah Tomlinson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Fabiola Nunez	CBO Representative, if applicable	
[Angelica Whyte]	[Parent]	
[Carina Hedglin]	[UFT, Teacher]	
[Tracy Smith]	[Parent]	
[ ]	[UFT, Teacher]	
[ ]	[Member/ ]	

\*\*Signature of constituent only indicates consultation in the development of the SCEP, not approval.

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

### **Mission Statement :**

With a strong commitment to the ideals of justice and equity, Secondary School for Law aspires to empower students to think critically, write analytically and speak passionately.

Our definition of rigor is exemplified in the 4 C's of Law: Coherence, Collaboration, Challenge and Choice. It is our goal to design clear guided learning activities that are geared towards deeper understanding of concepts and use these concepts to challenge students to think critically. Evidence of the 4 C's is illustrated across our classrooms as every lesson in every class posts an Essential Questions, Aim, Objectives and Do Now's adding greater coherence. Essential questions and units are aligned to Common Core State Standards. The use of Bloom's Taxonomy of Learning Domains along with Depth of Knowledge questioning stems are used to promote questioning and discussion and increases the level of challenge in our classrooms. In an effort to strengthen teacher practice of designing engaging, rigorous and coherent curricula, this year we have focused on four competencies within the Danielson framework; Competency 1e: Designing Coherent Instruction, Competency 3b: Using Questioning and Discussion Techniques, Competency 3c: Engaging students in Learning and Competency 3d: Using Assessment in Instruction

In our classrooms the predominant pedagogical practice is the workshop model. Our curriculum is framed around the Common Core Standards with a particular focus on constructing arguments and critiquing the reasoning of others across the disciplines. In addition we have worked to strengthen the reading of non-fiction texts in non – humanity based disciplines like science and are working to strengthen literacy in all subjects including math. To this end performance tasks are incorporated in every math unit when appropriate, always considering student readiness. We continue to engage in rigorous summative assessment practices throughout the school year and these assessments include but are not limited to:

Bench line and Periodic Assessments

Mock Regents

Mock Advanced Placement Exams

Performance Based Tasks

Mock Trials

One of the highlights of our school community and our biggest draw in attracting perspective students is our comprehensive law program. It is the central focus of our community and serves to help strengthen the practice of developing strong arguments and engaging in rigorous discussion. For the second year in a row we will exhibit our law classes to the community in our annual Portfolio Defense Day. This day will highlight several mock trials and provide the entire community to be a part of the jury for that day. It is our endeavor to celebrate the hard work of students and teachers by showcasing their continuous efforts.

Through participation in mock trials and moot courts, students gain an insider's perspective on courtroom procedures. These trial simulations help students gain a basic understanding of the legal mechanism through which society chooses to resolve many of its disputes. While learning the details of the trial process, students are also developing a number of skills that are universally necessary: critical analysis of problems, strategic thinking, questioning skills, listening skills, skills in oral presentation and extemporaneous argument, and skills in preparing and organizing material. Of particular interest is the high level of cooperation among students needed for successful mock trials/moot courts. Research findings indicate that such cooperative learning activities encourage significant cognitive achievement among students from a variety of backgrounds and also improve students' attitudes toward schools and each other. Participation in mock trials helps students better understand the roles that the various actors play in the justice system and the difficult

conflicts those persons must resolve daily in performing their jobs. As such, mock trials also provide excellent exposure to a wide variety of law-related careers. On a more complex level, mock trials provide students with an excellent vehicle for the study of such fundamental law-related concepts as authority and fairness.

The key areas of focus this year are those highlighted in our quality review for the 2013-2014 school year:

□ 2.4: Develop a prioritized schedule of targeted observations that inform professional development for teachers which will be geared towards supporting staff to take ownership on the next stage of their development as pedagogues.

▣ 3.4: Improve teacher meeting times across grades and content areas to develop interdisciplinary units of instruction that incorporate the arts, technology, multiple entry points and other enrichment areas and monitor through inter-visitations to enable all students to discover and create exemplary work products in the classroom.

▣ 4.3: Deepen and expand consistency across classrooms in developing self-reflection protocols for all students to reflect upon and assess their own progress.

▣ 5.5: Collect and analyze data to identify and support the social and emotional developmental needs of students. Use the data to inform a strategic plan to address student needs and promote student success.

▣ 6.4: Strengthen relationships with community services to help address the needs of students' families. Encourage staff to develop stronger partnerships with family and the community. Collect feedback from family to increase services that aid families.

## 15K462 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	351	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	17
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	N/A	# Drama	N/A
# Foreign Language	11	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	76.8%	% Attendance Rate			87.6%
% Free Lunch	77.4%	% Reduced Lunch			6.7%
% Limited English Proficient	1.8%	% Students with Disabilities			12.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			66.1%
% Hispanic or Latino	24.9%	% Asian or Native Hawaiian/Pacific Islander			1.8%
% White	4.9%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			3.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			7.76
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	74.9%	Mathematics Performance at levels 3 & 4			50.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	87.3%	% of 2nd year students who earned 10+ credits			70.8%
% of 3rd year students who earned 10+ credits	82.5%	4 Year Graduation Rate			84.5%
6 Year Graduation Rate	87.6%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <p>1. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.</p> <p>2. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</p>		
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	[ E ]
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	[ E ]
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	[ E ]
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	[ E ]
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <p>1. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</p> <p>2. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</p>		
<p><b>STRENGTHS</b></p> <ul style="list-style-type: none"> <li>• 86% graduation rate for 2014 graduating class</li> <li>• One of 12 city school partnered with the CUNY PERC program for math and science success</li> <li>• Partnered with several universities to accumulate college credit while in high school</li> <li>• Uniform teacher team meeting structures (by grade, content and across MS and HS), highly collaborative working environment</li> <li>• Professional development to support individual teacher development and overall need of school, conducted by administrators and coaches</li> <li>• Curriculum maps and unit plans developed by teachers, which embed CCLS and International Baccalaureate benchmarks</li> <li>• School-wide use of assessment rubrics to evaluate student work across subjects</li> <li>• Use of Test Wizard and Grade Cam, online assessment tools which align assessment questions to CCLS, share resources, and disaggregate data to inform instruction.</li> </ul> <p><b>DATA</b></p> <ul style="list-style-type: none"> <li>• Scholarship Reports</li> <li>• Professional Development Plan</li> <li>• Common Core Aligned Curriculum Maps</li> <li>• Regents Weighted Pass Rates</li> <li>• NYSESLAT</li> </ul>		

- LAB-R
- SESIS Data

**NEED**

- The need to strengthen the success of black and Latino males: an area concern highlighted by the state. More choices for flexible programming options would address individual mandates as well as enrichment opportunities to address the particular strengths and talents of these populations.
- Designing on going assessment both formative and summative

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, 80% of teachers will have made improvements in meeting times across grades and content areas to develop interdisciplinary units of instruction that incorporate the arts, technology, multiple entry points and other enrichment areas and monitor through inter-visitations to enable all students to discover and create exemplary work products in the classroom.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Cycle review of targeted CCLS assessments in grades 9-12 1. All teachers will participate in professional development sessions focused on effective unit planning 2. Admin will provide time during pd to allow for completion of all unit plans 3. Systematic and organized collection of performance tasks 2 times each semester accompanied with student work samples reflecting proficiency of high, medium and low After school and lunch tutoring	All Teachers	2014-2015 School Year	Principal, AP, Coach
Promote STEM connections by increasing opportunities to include the PERC program in all math and science classes.	Teachers & classes with PERC students and TAS	2014-2015 School Year	Principal, Classroom Teachers with their TAS students
Weekly professional development focused on Inquiry (HS) and review of CCLS assessments and next steps of instruction	ALL Teachers	2014-2015 School Year	Principal, AP, Coach
Increase student participation in all Advanced Placement classes	Sophomores, Juniors, & Seniors	2014-2015 School Year	Principal & AP Coordinator

<b>Parent Involvement</b> <ul style="list-style-type: none"> <li>• Transcript reviews with parents</li> <li>• Open school during Parent Engagement time on Tuesdays</li> <li>• Progress Reports and Report Cards</li> <li>• Skedula and Phone Messenger to enhance Communication</li> <li>• Student Recognition Awards</li> <li>• Family Focused Events and Workshops</li> <li>• Parent Volunteering Opportunities</li> </ul>	Parents	2014-2015 School Year	Administration, Guidance Counselors, Parent Coordinator, Community Based Partnership, SLT/PTA
Regent Exam Retake Opportunities to meet the college readiness metric	All students taking exams for the first time of retakes for a 75 in ELA and 80 in math	2014-2015 School Year	Core Teachers, AP
Individualized Student Programming	Students at Risk of Not Graduating and Students in Advance Standing	2014-2015 School Year	Guidance Counselor, Administration

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Data tools such as Test Wizard to design, administer, and Castle learning to create item analysis and disaggregate CCLS aligned assessment student performance data
- Professional Development funding for Data Analysis
- Planning time to review data and formulate action steps
- Professional Development funding for Advance Placement courses
- Funding for IB student registration fees and examination fees
- Planning time for teachers to develop curriculum in alignment with increased rigor and multiple entry points for increased access for student participation
- Enhanced books, instructional materials, Questia library, audio/visual, and similar items to provide advanced level curriculum
- Additional SPED and ESL Teachers
- Funding for instructional Coaches
- Appropriate staffing to meet the requirements of action plan

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<input checked="" type="checkbox"/>	<b>Tax Levy</b>	<input checked="" type="checkbox"/>	<b>Title I Basic</b>	<input type="checkbox"/>	<b>Title I 1003(a)</b>	<input type="checkbox"/>	<b>Title IIA</b>	<input checked="" type="checkbox"/>	<b>Title III</b>	<input checked="" type="checkbox"/>	<b>P/F Set-aside</b>	<input type="checkbox"/>	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

<ul style="list-style-type: none"> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
<ul style="list-style-type: none"> <li>Mock regents exam results administered in 2 cycles before the January and June Regents exams</li> <li>Numbers of students seated for AP Exams</li> <li>February and March for Formative Data</li> <li>Teacher Performance on Evaluation supported by observations and targeted interventions</li> </ul>				
<b>Part 6b. Complete in February 2015.</b>				
<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>	[]	Yes	[]	No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>				

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

5. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

6. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	[ E ]
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	[ E ]
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	[ E ]
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	[ E ]

**Part 1b. Needs/Areas for Improvement:**

7. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

8. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**Strength**

- Targeted tone and discipline to help support a safe learning environment
- Development of student led Leadership program
- Four members of staff dedicated to the socio-emotional support of students and families
- Network support from Attendance Teacher
- Weekly Attendance Team Meetings
- Uniform policy to enhance culture of inclusion into our family
- School Messenger and Skedula to regularly communicate with families
- Saturday school in January to provide additional support to students through assessments

**Data**

- ATS Attendance Reports (RSAL, RMAO, RDAL, RISA, RPYA)
- Regular conferences with Guidance Department and Teacher Teams
- City Year Data

**Need**

- Increase attendance participation rates for students who have been absent 20 days or more
- Highlight improvements in student attendance rates
- Increase parent, staff and student awareness of attendance expectations
- Family incentive outings

**Part 2 – Annual Goal**

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By August 2015 we will increase school wide student accountability for learning and progress through the redevelopment and restructuring of an advisory program. We will collect and analyze data to identify and support the social and emotional developmental needs of students and use the data to inform a strategic plan to address student needs and promote student success

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. • Pursue multiple avenues for on-going school-home communication such as: mailings, web postings, newspaper notices, phone calls, newsletters, student newspaper, marquee postings, student planners, directories, orientations, PTO meetings, flyers, and emails 2. • Acquire and utilize up-to-date technology-based modes of communication such as Skedula, teacher homework blogs and webpages,, and podcasting 3. • Update the LAW webpage, especially calendars and announcements, monthly 4. a) • Provide workshops for parents to inform them of parent involvement policies and procedures, academic standards and academic programs, federal/state/local assessments, and strategies for parents to promote student achievement and well-being.	All Target groups: lowest 3 <sup>rd</sup> , black and latino males, students with IEP's	October 2014 – June 2015	Counselors will prepare data and present to the grade teams.
Attendance incentive activities will be awarded to students and be inclusive of families for students who reach attendance benchmarks.  Formation of an attendance intervention program led by the Guidance Department and supported by classroom teachers.	Students who were absent 20 or more days the previous year.	Nov. 14 – June 15	Attendance team Grade team leaders Assistant Principal
Saturday school for students to provide additional opportunities for instruction and support through assessments with National honor society tutors	At risk students	January 2015 – May 2015	Assistant Principals Teachers LI University Tutors
Teacher teams will review weekly progress data for students, conduct outreach during the parent engagement block, and record progress of communication in school-wide Google doc.	Students who were absent 20 or more	2014-15 school year	Teachers Guidance Counselors

	days the previous year.		Assistant Principal Attendance teacher
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Funding for incentive trips and family activities.
- Funding for Saturday program using teachers and peer tutors
- Community Assistant
- Planning time for attendance team
- Additional time to meet w/ families to action plan
- Family incentive outings
- School messenger to support attendance outreach
- Appropriate staffing to meet the requirements of action plan

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<input checked="" type="checkbox"/>	<b>Tax Levy</b>	<input type="checkbox"/>	<b>Title I Basic</b>	<input type="checkbox"/>	<b>Title I 1003(a)</b>	<input type="checkbox"/>	<b>Title IIA</b>	<input type="checkbox"/>	<b>Title III</b>	<input checked="" type="checkbox"/>	<b>P/F Set-aside</b>	<input type="checkbox"/>	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- School-wide Attendance Rate (ATS REPORT RSAL)
- Individual Student Attendance Rate Comparison (ATS REPORT RMAO)
- Student Feedback with Guidance Team
- Weekly Attendance Meeting
- Guidance intervention and targeted counseling check-in

**Part 6b.** Complete in **February 2015.**

- Did the school meet the mid-point benchmark(s) in the timeframe specified?  Yes  No
- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

9. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

10. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

**Part 1b. Needs/Areas for Improvement:**

11. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

12. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**Strength**

- Common Planning Time for horizontal teams embedded in the school day and during Professional Learning
- All teachers have submitted curriculum maps and have received feedback from the Principal and Coaches
- We have implemented a trimester model to increase credit accumulation
- Teachers deliver extended day programming, which includes AIS and enrichment activities.
- Teachers use SKEDULA and ARIS for data verification, grade reporting, and analysis
- Read, analyze and interpret various sources of data with teachers to support action plans and student achievement outcomes
- Ongoing onsite and offsite professional development through Network 402
- Strategies and best practices are shared amongst teams

**DATA**

- Baseline Assessments
- NYSESLAT
- Regents Exams
- Classroom Assessments
- Attendance
- Scholarship and Regents Data
- Curriculum Maps

**NEED**

- Planning time for inquiry meetings and data analysis

- Planning time for analyzing student work products and formulating action plans
- Skedula
- Math XL
- Power Speak
- Aventa

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 20% of teachers will lead a professional development session based on a proven instructional strategy with evidence of successful student outcomes.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Utilize enhanced communication technology such as ManageBac to maximize teacher and administrator ability to collaborate remotely in real time	IB Coordinator,	2014-2015 School Year	IB Coordinator, Principal
Selected teachers will plan and implement PD throughout the year and gather feedback of effectiveness	Selected 20% of Teachers	2014-2015 School Year	Coach Teachers
Weekly professional development focused on analysis of student work, inquiry, and analysis of assessments. Special teams such as ICT, IB, Athletics, ESL, and Arts will meet bi-monthly to capture the needs of the entire school community	Teachers, Principal, Coaches, Assistant Principals	2014-2015 School Year	Principal and Coach
Annual June retreat recaps year and provides for a prolonged period of time to engage in school-wide planning and community building	All Staff	2014-2015 School Year	Principal and Planning Committee

### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Funding for annual Staff Retreat
- Appropriate staffing to meet the requirements of action plan
- Planning time for inquiry meetings and data analysis
- Planning time for analyzing student work products and formulating action plans
- Skedula
- Math XL
- Power Speak

- Aventa
- Consultants and professional development organizations to provide targeted PD and community building

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<input checked="" type="checkbox"/>	<b>Tax Levy</b>	<input checked="" type="checkbox"/>	<b>Title I Basic</b>	<input type="checkbox"/>	<b>Title I 1003(a)</b>	<input type="checkbox"/>	<b>Title IIA</b>	<input type="checkbox"/>	<b>Title III</b>	<input checked="" type="checkbox"/>	<b>P/F Set-aside</b>	<input type="checkbox"/>	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- Ongoing throughout Year Teacher Performance on Evaluation supported by observations and targeted interventions
- Professional Development Plan
- Report Card Review
- Periodic Assessment Review

**Part 6b.** Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

13. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

14. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	[ E ]
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	[ E ]
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	[ E ]
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	[ E ]

**Part 1b. Needs/Areas for Improvement:**

15. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

16. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**Strengths**

- Building relationships for strategic partnerships
- Read, analyze and interpret various sources of data with teachers to support action plans and student achievement outcomes
- Common Planning Time Teachers to engage in collaboration across teams
- Ongoing onsite and offsite professional development Network 402
- Individualized instructional support and coaching with Administrators
- Strategies and best practices are shared amongst teams
- Team Building Activities
- Recruitment and retention of teachers and staff

**Data**

- Strategic partnerships in place
- Teacher evaluations Advance Report – School level indicator report
- Individual teacher observations
- Student performance mid-year and end year state and city exams

**Areas of Improvement**

- Greater opportunities for teacher leadership development
- Broadening the impact of services gained from strategic partnerships to a greater number of students and families

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By August 2015, through distributive leadership practices, we will increase the instructional capacity of teacher teams by demonstrating understanding of the Danielson Framework and through the sharing of best practices as demonstrated in teacher led professional developments.

In addition, we will develop a prioritized schedule of targeted observations that inform professional development for teachers which will be geared towards supporting staff to take ownership on the next stage of their development as pedagogues.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Develop leadership capacity in key staff	Effective Teachers third year and up	2014-2015 School Year	Principal and Coach
Teacher leaders will participate in targeted professional opportunities to develop leadership capacity	Selected Teacher Leaders	2014-2015 School Year	Principal and Coach
Specific teacher leader role to focus on the needs of ELL’s and SPED’s	SPED and ELL Coordinators	2014-2015 School Year	Assistant Principal
Leverage strategic partnerships to provide additional training and development in coaching and leadership	Teacher Leaders	2014-2015 School Year	Principal

### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Funding for the College Bound Initiative
- Funding for NY Cares
- Appropriate staffing to meet the requirements of action plan

- Leadership Development conferences
- Planning time for teacher leaders principal and coaches
- Release time for teachers who show promise in the area of leadership, curriculum and teacher practices

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<input checked="" type="checkbox"/>	<b>Tax Levy</b>	<input checked="" type="checkbox"/>	<b>Title I Basic</b>	<input type="checkbox"/>	<b>Title I 1003(a)</b>	<input type="checkbox"/>	<b>Title IIA</b>	<input checked="" type="checkbox"/>	<b>Title III</b>	<input checked="" type="checkbox"/>	<b>P/F Set-aside</b>	<input checked="" type="checkbox"/>	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- January teacher leadership reflections
- Evidence of effective PD teacher feedback ongoing

**Part 6b.** Complete in **February 2015**.

- |  |                          |     |                          |    |
|--|--------------------------|-----|--------------------------|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
|--|--------------------------|-----|--------------------------|----|
- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

17. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

18. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

**Part 1b. Needs/Areas for Improvement:**

19. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

20. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**Strengths**

- Community Events such as
  - Giving Thanks Gathering,
  - Talent Exhibition,
  - Awards Ceremonies,
  - Parent Publications
  - Skedula
  - School messenger
  - School website
  - Parent publications

**Data**

- Learning Environment Survey
- Parent Request for workshops and training programs

**Areas of Improvement**

- Increase participation in student survey
- Increase attendance by families at school sponsored events

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority

need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To increase by 10% the attendance of PTA meetings and other school wide events by parents and family members and To support and strengthen our community ties with both our families and the neighborhood community. |

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
On-sight partnership with 21 <sup>st</sup> Century grant providers for students in grades 9-12 during the school day and after school to increase parent outreach	Families and Students grades 9-12	2014-2015 School Year	Assistant Principal
Support Parent Coordinator with professional development training to enhance parent outreach	Parent Coordinator	2014-2015 School Year	Principal
Creating partnerships with community agencies to enhance college awareness to students and families	Parent Coordinator and Community Agencies	2014-2015 School Year	School Administration
Provide parent workshops on a variety of pertinent topics	Parent Coordinator and Community Agencies	2014-2015 School Year	School Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Saturday Academy funding with Fordham University Tutors
- Appropriate staffing to meet the requirements of action plan
- Funding to create school sponsored events to promote school, family and community relations
- School website

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- Parent Coordinator Reflections and Feedback
- PTA/SLT Meetings
- Learning Environment Surveys

**Part 6b.** Complete in **February 2015.**

- |  |    |     |    |    |
|--|----|-----|----|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     | [] | Yes | [] | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |    |     |    |    |

[]
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**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Regents, NYSESLAT, Scholarship Report, , Formative class assessment data, Parent Feedback	, NYS Ready, Regents preparation, Formative Assessment	Small Group Instruction, One to one, Tutoring and computer aided instruction	During the school day and afterschool, Saturday, during lunch
<b>Mathematics</b>	Regents, Scholarship Report, Formative class assessment data, Parent Feedback	Math XL, NYS Ready, Regents preparation, Formative Assessment	Small Group Instruction, One to one, Tutoring and computer aided instruction	During the school day and afterschool, Saturday, during lunch
<b>Science</b>	Regents, Scholarship Report, , Formative class assessment data, Parent Feedback	Regents and State preparation, Formative Assessment	Small Group Instruction, One to one, Tutoring and computer aided instruction	Afterschool, Saturday
<b>Social Studies</b>	Regents, Scholarship Report, Formative class assessment data, Parent Feedback	Regents preparation, Formative Assessment	Small Group Instruction, One to one, Tutoring and computer aided instruction	Afterschool, Saturday
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teacher Recommendation, Scholarship Report, Attendance Data, Crisis Intervention, Parent Request etc.	Pull-out, classroom workshops, individualized counseling, crisis counseling, family counseling, referrals, LGBT support	Small Group Instruction, One to one, Tutoring and computer aided instruction	During the school day and afterschool

## 15K462 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10,11,12	Total Enrollment	351
		SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A
		# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	N/A
		# Integrated Collaborative Teaching	17
Types and Number of Special Classes (2014-15)			
# Visual Arts	4	# Music	N/A
		# Drama	N/A
# Foreign Language	11	# Dance	N/A
		# CTE	N/A
School Composition (2013-14)			
% Title I Population	76.8%	% Attendance Rate	87.6%
% Free Lunch	77.4%	% Reduced Lunch	6.7%
% Limited English Proficient	1.8%	% Students with Disabilities	12.6%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.5%	% Black or African American	66.1%
% Hispanic or Latino	24.9%	% Asian or Native Hawaiian/Pacific Islander	1.8%
% White	4.9%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	3.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	7.76
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	74.9%	Mathematics Performance at levels 3 & 4	50.3%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	87.3%	% of 2nd year students who earned 10+ credits	70.8%
% of 3rd year students who earned 10+ credits	82.5%	4 Year Graduation Rate	84.5%
6 Year Graduation Rate	87.6%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		

## Section 7: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. 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.
We actively recruit teachers based on needs, program changes, and the attrition of staff. In partnership with multiple teacher pipeline organizations and the DOE, we select candidates based on qualifications and staff who are the best fit for our population and who believe in our mission. Once teachers are hired, they receive ongoing mentoring and coaching support. Professional development is based on teacher needs and school goals. Ongoing professional development both off-site and in house and is aligned to the mission our school. Assignments of teachers are based on student need and teacher license area.

**2b. 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).
<ul style="list-style-type: none"> <li>• IB Teacher and Administrator Professional Development</li> <li>• Network Teacher Workshops on Common Core Unit and Lesson Development</li> <li>• Network Support Staff and Paraprofessional Professional Development</li> <li>• NYC Teaching Collaborative Teacher Leadership and Coaching Professional Development</li> <li>• American Museum of Natural History Coaching Professional Development</li> </ul>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).
N/A

**Part 4: SWP Schools Only**

**4a. 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.).

N/A

**4b. 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 receive professional development around the use of curriculum, instruction, and assessment
- Our school has a comprehensive assessment plan
- Teachers receive feedback on classroom level assessments
- Teachers and administrators analyze state assessments to understand strengths and instructional gaps that students may have to help target instruction
- Teachers also review student assessments and student work products during team meetings to improve instruction

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	298,000	x	11
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	78,269	x	12
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,812,756	x	15

### **<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Secondary School for Law**, 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 the school and the families. The 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 the school community. **Secondary School for Law** 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 the school community;

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

The 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;
- 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 (SPC) Template

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

#### **I. School Responsibilities**

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

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

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

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

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

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

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>397</b>	Total number of ELLs	<b>8</b>	ELLs as share of total student population (%)	<b>2.02%</b>
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# Part II: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K  1  2  3  4  5   
 6  7  8  9  10  11  12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	6			0			2			10

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	6	0	0	2	0	0	2	0	0	10
Number of ELLs who have an alternate placement paraprofessional: _____										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	0			1
Intermediate(I)											3		1	4
Advanced (A)											1	1	1	3
Total	<b>0</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>8</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Assessment tools to identify early literacy skills of ELLs include Fountas and Pinnel, Willson Reading System and Design Your Own Assessment. A combination of these tools is used to determine literacy skills of each ELL depending on their level and their grade. This data reveals that over 90% of ELLs read below grade level. This information helps inform our school's instructional plan for ELLs as we

use it to concentrate on reading in the ESL classes.

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

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
**Data patterns reveal that the majority of our ELLs are at an intermediate level of proficiency.**
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
**At this time 2013 modalities are not available.**
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?**ELLs for the most part opt to take tests in English while native language tests are offered to them. ELLs utilize glossaries and dictionaries as well as looking at translations of test questions in native language although they typically answer in English. Currently our school is not using ELL periodic assessments as our ELL population is 3% of our enrollment.**
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
**Classroom libraries include a variety of books in students' native language.**
6. How do you make sure that a child's second language development is considered in instructional decisions?  
**Classroom libraries and instructional texts, handouts and resources are translated into native languages of ELLs.**
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?**Paste response to questions here**
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
**In order to evaluate the success of our programs for ELLs, we look at our ELL students AYP, state test scores, anecdotes from teachers and report card and transcript data.**

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
When a new admit enters the Secondary School for Law, the parent is asked to complete the Home Language Identification Survey at registration, including the informal oral interview in English and in the native language when possible. Felicia Holtzman, Assistant Principal, oversees this process, and then reviews the home language survey. Ms. Holtzman also administers LAB R tests when necessary.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
If the HLIS indicated that a language other than English is used in the home, Ms. Holtzman meets with the parent for an informal oral interview. At the time of the interview the three program choices: transitional bilingual, dual language and free standing ESL are explained and presented to the parents to select which program they want their student to be enrolled in. The student is then administered the Language Assessment Battery-Revised (LAB-R) within 10 days of registration. Ms. Holtzman, Assistant Principal, ensures that the LAB-R is conducted in the timeline allotted. The LAB-R determines whether a student is to be placed in an English Language Learning program or has reached proficiency in English.

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

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

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Entitlement letters are distributed at the time of parental interviews and once returned are secured in the records room in the attendance coordinator's office.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
If the HLIS indicated that a language other than English is used in the home, Ms. Holtzman meets with the parent for an informal oral interview. At the time of the interview the three program choices: transitional bilingual, dual language and free standing ESL are explained and presented to the parents to select which program they want their student to be enrolled in.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Trained and certified ESL instructors administer all sections of the NYSESLAT each year in accordance with NYS test regulations.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no,

why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?  
Targeted intervention programs for ELLs in ELA, Math and other content areas consist of a combination of Free standing ESL classes and training content area teachers to modify work for ELLs. ELLs are programmed in blocks with bilingual (English speaking) students for core content areas. Beginning ELLs are buddied with a bilingual student who sits in the same grouping and helps support the ELL. In the ESL class, student grouping differs on the activity but groupings can be both mixed proficiency level as well as same native language, depending on the task and task's goal. Additionally, our school uses student teaching tutors in content classes such as ELA, Math, Social Studies and Spanish and these student teachers provide in class linguistic support to our ELLs in their Core Content areas. We use bilinigual glosseries, texts and resources in all classes with ELLs.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

We work with bilingual teachers to evaluate any student work that has been handed in in the student's native language. We additionally use google translator as a school to translate documents for students and to translate any work they have handed in. Students have access to a variety of native language resources to aid them in learning.

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

The four modalities of speaking, listening, reading and writing are four skills that our school focuses on through the common core learning standards. All of our classes have a focus in each of those four modalities so in every content area students are working on developing speaking, listening, reading and writing skills. Additionally, free standing ESL classes focus on the four modalities daily.

6. How do you differentiate instruction for ELL subgroups?

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

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

ELLs reaching proficiency on the NYSESLAT receive continuing transitional support by being programmed for before-school tutorials three (3) times a week with either an ESL teacher or an ELA teacher. These students are provided with ongoing support in literacy and continue to receive testing modifications for two years after reaching proficiency. These students are also permitted to use digital translators and dictionaries in classes.

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

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

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

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

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

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

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

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

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

:

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Scheduling flexibility is used to ensure that all ELL-SWD students attend small group tutoring during the school day and/or after school in their content area classes. Students work with co-teachers who accommodate and modify material as needed.

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		0	
Social Studies:	0		0	
Math:	0		0	
Science:	0		0	

### 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


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

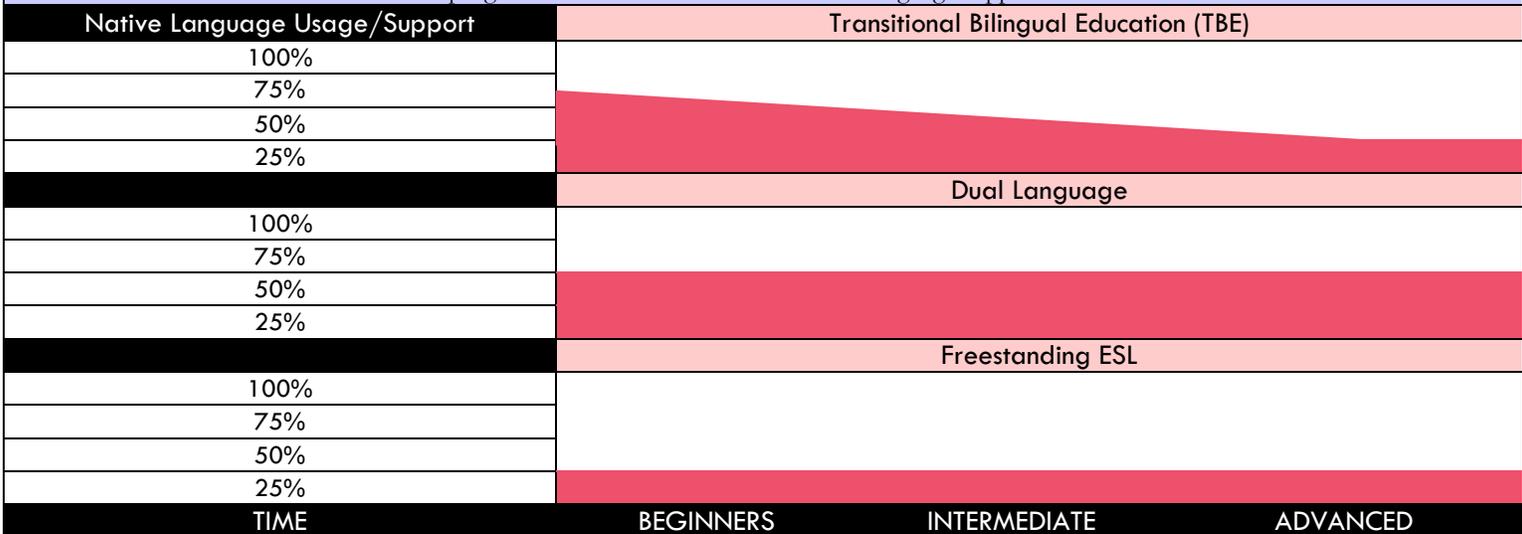
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

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

Paste response to questions here:

### C. Professional Development and Support for School Staff

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

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

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

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### D. Parental Involvement

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

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

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

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

### **E. Additional Information**

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

Paste response to question here:

**School Name:** Secondary School for Law

**School DBN:** 15k462

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

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

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

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

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

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

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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

