



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	14K477
School Name:	THE SCHOOL FOR LEGAL STUDIES
Principal:	ROSEMARY VEGA, IA

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The High School for Legal Studies School Number (DBN): 14K477
School Level: High School Grades Served: 9-12
School Address: 850 Grant Street, Brooklyn, NY 11211
Phone Number: 718-387-2800 Fax: 718-387-3281
School Contact Person: Wenceslao Yee Email Address: wyee@schools.nyc.gov
Principal: Rosemary Vega, IA
UFT Chapter Leader: Ronald Fernando
Parents' Association President: Carmen Sanchez
School Leadership Team
Chairperson: Kendall Johnson-Smith
Student Representative(s): Berline LaGuerre, Kimberly Brown, Shenel Dixon`

District Information

District: 14 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway Room #110, Brooklyn NY 11221
Superintendent's Email Address: kwatts@schools.nyc.gov
Phone Number: 718-455-4635 Fax: 718-455-4684

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: CFN 551 Network Leader: Margaret Struk

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)
Rosemary Vega, IA	*Principal or Designee	
Ronald Fernando	*UFT Chapter Leader or Designee	
Carmen Sanchez	*PA/PTA President or Designated Co-President	
Manuel Lara	DC 37 Representative, if applicable	
Berline LeGuerre Kimberly Brown Chenel Dixon	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	
Carla Heckstall	Member/CSA (Assistant Principal)	
Beili Wang	Member/ UFT (Teacher)	
Cheryl Hanlon-Minara	Member/ UFT (Teacher)	
Kendall Johnson-Smith	Member/ SLT Chairperson	
Lucy Bell	Member/ Parent	
Adele Pearson	Member/ Parent	
Jennifer Martinez	Member/ Parent	
Gil Castro	Member/ Parent	
Francois Jean Pierre	Member/ Parent	
	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.

The Six Elements of the Capacity Framework	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	Strong Family-Community Ties: 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.	Trust: 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:

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

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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.

The School for Legal Studies is a high school located near where Bushwick meets Williamsburg in the heart of north Brooklyn, NY. We have a diverse student population with 49% black, 47% Hispanic, 2% white, and 1% Asian students of which 27% are SWDs, 14% of which are ELLs, and 81% of which are free lunch eligible. Students enter 9th grade with an average of level 2.3 on the NYSED ELA assessment and an average of 2.1 on the NYSED Mathematics assessment. Our CBOs, Urban Arts (academic achievement through arts) and Build On (leadership and community service) partner with us to meet the needs of all of our students, including SWDs and ELLs. The school is currently designated as a "focus" school, but has received special recognition for our college preparatory courses and iZone 360 involvement. Due to the extended medical leave of the school's principal, the school has been helmed by Rosemary Vega as Interim Acting Principal for most of 2013-14 and since September 9, 2014 to the present.

Ms. Vega, working in collaboration with Nicole Theo, the CFN 551 network coach, developed the school's overall vision and instructional focus based on an extensive needs analysis, taking into account the school community's characteristics, social-emotional needs of all students, as well as the ultimate goal of making sure that all students (including SWDs and ELLs) graduate from Legal Studies college and career ready:

Mission – Legal Studies..."To Prepare our students with tangible skills, resilience, and determination; through a cognitively challenging and supportive socio-emotional learning environment that will allow them to exercise choice for college and career opportunities.

Instructional Focus – Instruction across all grades and content areas will be student centered, promoting student voice and allowing students to demonstrate mastery through completion of rigorous, authentic tasks.

The school's needs, as surfaced during our needs analysis, and seen during our recent PPO conducted on November 6, 2014 include the following:

- While school leaders and faculty ensure that curricula and tasks are aligned to CCLS through ATLAS, revisions of tasks should continue in order to include strategic scaffolds and interventions/strategies for targeted groups/ individuals that would deepen engagement for all learners. (Tenet 1.1)
- Across classrooms, teaching practices are becoming aligned to a set of beliefs about how students learn best as defined by the school's instructional focus. Across classrooms, students' discussions and work products reflect uneven levels of student participation and deep thinking. While there were clear examples of scaffolding tasks for ELLs in ELA and the use of (HOT) questions in Geometry and ELA, other classes would benefit from increased student-to-student processing of concepts/ideas in order to deepen thinking and work. (Tenet 1.2)
- The school uses common assessments to determine student progress towards goals and learning needs, however this practice is uneven at the classroom level where teachers are inconsistently using checks for understanding and student self-assessment to adjust the lesson in order to meet the student learning needs. (Tenet 2.2)

Once established, the school's vision and focus has been the impetus for change and growth throughout our educational community, guiding our inquiry/teacher teams, programming, and professional learning. Besides our areas of need, then, the PPO reviewer also recognized our considerable growth as stated in the areas of celebration:

- (Tenet 1.4) The school's approach to culture building, discipline, and social-emotional support results in a safe and inclusive culture that is conducive to student and adult learning. Faculty mentors and related structures ensure that every individual student is known well and helps coordinate guidance/advisement supports that align with student learning needs. Students have increased voice and are now empowered by the staff to contribute to school goals and develop personal agency.
- (Tenet 3.1) The principal has collaboratively established a coherent vision of school improvement that is reflected in focused, data-based goals that are understood and supported by the entire school community. The

instructional focus includes efforts to increase student voice and distributed leadership practices.

- (Tenet 4.2) Teachers are engaged in structured inquiry teams that promote the achievement of the school's focus and CCLS implementation/alignment. Teacher teams currently consistently analyze student data such as Regent Item Analysis, they are beginning to increase the use of examining student work from the classroom as a tool to improve teacher practice. The distributed leadership structures have increased teacher engagement in participating in key school decisions designed to increase student success.

14K477 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	611	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	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	17	# Drama	1
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	82.6%	% Attendance Rate		78.3%	
% Free Lunch	83.9%	% Reduced Lunch		4.5%	
% Limited English Proficient	13.7%	% Students with Disabilities		16.9%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American		48.7%	
% Hispanic or Latino	47.4%	% Asian or Native Hawaiian/Pacific Islander		0.8%	
% White	1.6%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.72	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	2.4%	% Teaching Out of Certification (2013-14)		10.2%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		6.95	
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	66.8%	Mathematics Performance at levels 3 & 4		39.5%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	69.5%	% of 2nd year students who earned 10+ credits		51.3%	
% of 3rd year students who earned 10+ credits	52.9%	4 Year Graduation Rate		54.1%	
6 Year Graduation Rate	76.3%				
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	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (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				
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		NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	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				

14K477 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	611	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
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	17	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	82.6%	% Attendance Rate	78.3%	
% Free Lunch	83.9%	% Reduced Lunch	4.5%	
% Limited English Proficient	13.7%	% Students with Disabilities	16.9%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American	48.7%	
% Hispanic or Latino	47.4%	% Asian or Native Hawaiian/Pacific Islander	0.8%	
% White	1.6%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.72	# of Assistant Principals (2014-15)	2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.4%	% Teaching Out of Certification (2013-14)	10.2%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)	6.95	
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	66.8%	Mathematics Performance at levels 3 & 4	39.5%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	69.5%	% of 2nd year students who earned 10+ credits	51.3%	
% of 3rd year students who earned 10+ credits	52.9%	4 Year Graduation Rate	54.1%	
6 Year Graduation Rate	76.3%			
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	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (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			
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	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	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			

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% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)	6.95
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	66.8%	Mathematics Performance at levels 3 & 4	39.5%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	69.5%	% of 2nd year students who earned 10+ credits	51.3%
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6 Year Graduation Rate	76.3%		
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	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (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		
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	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	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		

14K477 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	611 SIG Recipient
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
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	N/A # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	6	# Music	17 # Drama
# Foreign Language	6	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	82.6%	% Attendance Rate	78.3%
% Free Lunch	83.9%	% Reduced Lunch	4.5%
% Limited English Proficient	13.7%	% Students with Disabilities	16.9%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.3%	% Black or African American	48.7%
% Hispanic or Latino	47.4%	% Asian or Native Hawaiian/Pacific Islander	0.8%
% White	1.6%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	5.72	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	2.4%	% Teaching Out of Certification (2013-14)	10.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)	6.95
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	66.8%	Mathematics Performance at levels 3 & 4	39.5%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	69.5%	% of 2nd year students who earned 10+ credits	51.3%
% of 3rd year students who earned 10+ credits	52.9%	4 Year Graduation Rate	54.1%
6 Year Graduation Rate	76.3%		
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	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (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		
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	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	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		

14K477 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	611	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
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	17	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	82.6%	% Attendance Rate	78.3%	
% Free Lunch	83.9%	% Reduced Lunch	4.5%	
% Limited English Proficient	13.7%	% Students with Disabilities	16.9%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American	48.7%	
% Hispanic or Latino	47.4%	% Asian or Native Hawaiian/Pacific Islander	0.8%	
% White	1.6%	% Multi-Racial	N/A	
				N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.72	# of Assistant Principals (2014-15)	2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.4%	% Teaching Out of Certification (2013-14)	10.2%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)	6.95	
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	66.8%	Mathematics Performance at levels 3 & 4	39.5%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	69.5%	% of 2nd year students who earned 10+ credits	51.3%	
% of 3rd year students who earned 10+ credits	52.9%	4 Year Graduation Rate	54.1%	
6 Year Graduation Rate	76.3%			
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	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (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			
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	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	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			

14K477 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	611	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	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	17	# Drama	1
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	82.6%	% Attendance Rate		78.3%	
% Free Lunch	83.9%	% Reduced Lunch		4.5%	
% Limited English Proficient	13.7%	% Students with Disabilities		16.9%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American		48.7%	
% Hispanic or Latino	47.4%	% Asian or Native Hawaiian/Pacific Islander		0.8%	
% White	1.6%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.72	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	2.4%	% Teaching Out of Certification (2013-14)		10.2%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		6.95	
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	66.8%	Mathematics Performance at levels 3 & 4		39.5%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	69.5%	% of 2nd year students who earned 10+ credits		51.3%	
% of 3rd year students who earned 10+ credits	52.9%	4 Year Graduation Rate		54.1%	
6 Year Graduation Rate	76.3%				
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	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (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				
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		NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	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				

14K477 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	611	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
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	17	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	82.6%	% Attendance Rate	78.3%	
% Free Lunch	83.9%	% Reduced Lunch	4.5%	
% Limited English Proficient	13.7%	% Students with Disabilities	16.9%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American	48.7%	
% Hispanic or Latino	47.4%	% Asian or Native Hawaiian/Pacific Islander	0.8%	
% White	1.6%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.72	# of Assistant Principals (2014-15)	2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.4%	% Teaching Out of Certification (2013-14)	10.2%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)	6.95	
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	66.8%	Mathematics Performance at levels 3 & 4	39.5%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	69.5%	% of 2nd year students who earned 10+ credits	51.3%	
% of 3rd year students who earned 10+ credits	52.9%	4 Year Graduation Rate	54.1%	
6 Year Graduation Rate	76.3%			
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	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (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			
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	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	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			

14K477 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	611	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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	17	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	82.6%	% Attendance Rate		78.3%
% Free Lunch	83.9%	% Reduced Lunch		4.5%
% Limited English Proficient	13.7%	% Students with Disabilities		16.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		48.7%
% Hispanic or Latino	47.4%	% Asian or Native Hawaiian/Pacific Islander		0.8%
% White	1.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.72	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.4%	% Teaching Out of Certification (2013-14)		10.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		6.95
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	66.8%	Mathematics Performance at levels 3 & 4		39.5%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	69.5%	% of 2nd year students who earned 10+ credits		51.3%
% of 3rd year students who earned 10+ credits	52.9%	4 Year Graduation Rate		54.1%
6 Year Graduation Rate	76.3%			
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	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (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			
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		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:	
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.
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.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
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.	D

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

The principal has collaboratively established a coherent vision of school improvement that is reflected in focused, data-based goals that are understood and supported by the entire school community. The instructional focus includes efforts to increase student voice and distributed leadership practices. Teachers have varied levels of instructional expertise even though the curriculum is aligned with the CCLS. Observation evidence shows an uneven implementation of differentiated instruction across all grades/content areas and student engagement varies by teacher. While the school has the ability to progress monitor to inform lesson planning, not all teachers take advantage of this ability to develop explicit teacher plans and foster student participation in their own learning process. The instructional staff utilizes ATLAS RUBICON as a tool to ensure that all units/lessons are aligned to the CCLS across all grades and content areas. The administration regularly reviews lesson plans during formative observation cycles to ensure CCLS alignment. Teacher pedagogy is reviewed during the observation/feedback cycle to ensure that students are being introduced to complex materials that stimulate higher-order thinking and build deep conceptual understanding, and all teachers are provided with actionable feedback related to their planning and pedagogy. The school is multi-session school and as such, is not required to implement the professional learning time allotted in the new contract. The school conducted an SBO vote, however, and agreed to 70 minutes per week of professional learning/parent engagement time per session (1-8/2-9), allowing teacher teams to meet twice a month for inquiry using data and assessment analysis to action plan instruction that results in greater student achievement outcomes.

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.

100% of Instruction across all grades and content areas will be student centered, promoting student voice and allowing students to demonstrate mastery through completion of rigorous, authentic tasks, leading to at least a 5% increase in proficiency/mastery across all state assessment scores.

Part 3 – Action Plan

Activities/Strategies: 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"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Curriculum will be adjusted in ATLAS RUBICON, as needed, to ensure CCLS alignment across all grades/content areas	100% of teachers	September '14 – June '15	AP Heckstall
Teachers will meet at least twice monthly to review/ analyze student work and make instructional decisions/ adjustments based on the student work analysis to meet the needs of all students, including SWDs, ELLs, and any other high-need student subgroups	100% of teachers	October '14 – June '15	Principal, Administration, Teachers, Coordinator Angeles
Teacher teams will conduct parent outreach twice per month to inform parents about the instructional program, student progress, and opportunities for engagement	100% of teachers	Sept '14 – June '15	Teacher, Coordinator, Assistant Principal
Intervention Specialist Team, PBIS, Respect for All, shared Leadership through the SLT	Staff, parents, Students, and Administration	Sept '14 – June '15	IST, Administration, PBIS Team

Part 4 – Resources Needed

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

- SBO vote in order to implement the 70 minute sessions
- School “pulled” 14 minutes from each school day in order to have the extra time on Wednesdays

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		P/F Set-aside		Grants
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:

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

Weekly Progress Monitoring

- Teacher Coordinator provides principal with an agenda, sign-in sheets, and deliverables of inquiry/parent engagement sessions

Midway Progress Monitoring

- February 2015
 - Review ATLAS RUBICON to ensure unit plans are current and aligned with CCLS
 - Review assessment data against last year’s information to gauge progress
 - Meet with team leaders and review each inquiry team’s progress relative to their “deliverables”

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
2. 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 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:

- 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.
- 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 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	D
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.	D
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.	D
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:

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

The school has partnerships with Urban Arts (attendance and before/after school programs) and Build-On (community service) but with limited student involvement . A campus wide school wellness council is being developed to address the social/emotional and health needs of all campus students, and the parent coordinator and Woodhull Hospital work together to ensure students’ social and emotional development health needs, so that students can become academically and socially successful. The school did not have a successful outcome on the learning environment survey, with the majority of respondents indicating that they did not feel that the school community was conducive to learning .

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.

The school will establish classroom and school culture where students feel safe, supported, and challenged by their teachers and peers as indicated by the responses on the learning environment survey as well as through an increase in student participation in partnership organization activities to at least 30% during after-school programs and 50% during community based events.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
The guidance dept. and student support team will work with the school's partnership organizations to increase student participation	Partner Organization, Students	October 2014 – June 2015	AP Yee
The partnership organizations will actively recruit and work with SWDs, ELLs, and other high-needs students identified by our guidance dept. and/or student support team	SWDs -ELLs -High-needs students	September 2014 – June 2015	AP Yee -Guidance Dept. -Student Support Team
Teacher teams will conduct parent outreach twice per month to inform parents about the instructional program, student progress, and opportunities for engagement, including opportunities for participation in the partnership organizations	Parents, students	October 2014-June 2015	Teachers, AP Heckstall, Coordinator Angeles
School staff will actively monitor student behavior during class, hall passing, and before/after school to promote trust and ensure safety for all students	Teachers/Students	September 2014 – June 2015	AP Yee, Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> SBO vote in order to implement the 70 minute sessions School “pulled” 14 minutes from each school day in order to have the extra time on Wednesdays Urban Arts BuildOn Wellness Council

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	X	Title III		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

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> 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.

- During January Regents week, the partnership organizations will meet with Mr. Yee and Ms. Vega and report out on the attendance and impact of participation for all students in the partnership organizations
- The school will conduct a “mock” learning environment survey to gauge student/teacher levels of trust and feelings of safety

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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2. 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 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:

7. 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.

8. 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 4 Statement of Practice (SOP) Addressed		HEDI Rating
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.	D
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.	D
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.	D
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.	D

Part 1b. Needs/Areas for Improvement:

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

10. 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.

Teachers have varied levels of instructional expertise even though the curriculum is aligned with the CCLS. Observation evidence shows an uneven implementation of differentiated instruction across all grades/content areas and student engagement varies by teacher. While the school has the ability to progress monitor to inform lesson planning, not all teachers take advantage of this ability to develop explicit teacher plans and foster student participation in their own learning process. The instructional staff utilizes ATLAS RUBICON as a tool to ensure that all units/lessons are aligned to the CCLS across all grades and content areas. The administration regularly reviews lesson plans during formative observation cycles to ensure CCLS alignment. Teacher pedagogy is reviewed during the observation/feedback cycle to ensure that students are being introduced to complex materials that stimulate higher-order thinking and build deep conceptual understanding, and all teachers are provided with actionable feedback related to their planning and pedagogy. The school is multi-session school and as such, is not required to implement the professional learning time allotted in the new contract. The school conducted an SBO vote, however, and agreed to 70 minutes per week of professional learning/parent engagement time per session (1-8/2-9), allowing teacher teams to meet twice a month for inquiry using data and assessment analysis to action plan instruction that results in greater student achievement outcomes.

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.

100% of teachers will receive targeted professional development enabling them to use instructional practices and strategies organized around annual, unit and daily lesson plans to meet differentiated, established student goals and promote high levels of student engagement and inquiry by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Teachers will receive targeted professional development scheduled during school as well as during the after-school sessions as provided by network support staff, outside vendors, and in-house teacher leaders	Teachers	October 2014 – June 2015	Network Support, Outside Vendors, In-house Teachers/ Teacher Leaders
Teachers will develop strategies to address the needs of students with disabilities, ELLs, and other high-need student subgroups through inquiry team participation at least twice per month, and utilize those strategies during instruction	Teachers, SWDs, ELLs, High-needs students	September 2014 – June 2015	-Teacher Teams -Teacher Coordinator -AP Heckstall -Principal Vega
Teacher teams will conduct parent outreach twice per month to inform parents about the instructional program, student progress, and opportunities for engagement, including opportunities and support avenues for SWDs, ELLs, and other high-needs students.	Parents/Students, Teacher Teams	September 2014 – June 2015	-Teacher Teams -Teacher Coordinator -AP Heckstall
Curriculum material including Syllabus, Assignment, Projects, Grading Policies are posted on-line via PupilPath	Parents/Students	Sept. 2014- June 2015	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> SBO vote in order to implement the 70 minute sessions School “pulled” 14 minutes from each school day in order to have the extra time on Wednesdays Work with network support staff to develop/implement professional learning Secure outside vendor professional learning services

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	X	Title III		P/F Set-aside	X	Grants
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:

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

During January Regents’ Week, the ADM team will review the ADVANCE observation data to identify trends/needs in teacher pedagogy, gauge the effectiveness of the professional learning to date, and revise the professional learning plan as needed

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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2. 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:

11. 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.

12. 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 2 Statement of Practice (SOP) Addressed		HEDI Rating
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:

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

14. 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.

- The principal developed the school’s instructional focus based on an intensive needs analysis aligned with the Chancellor’s Citywide Instructional Expectations and Quality Review Rubric
- School leaders have developed/implemented an observation/feedback calendar for conducting targeted and frequent observations, tracking teacher progress, and providing professional development opportunities aligned with observed needs.
- Weekly cabinet meetings are held with the school supervision team and the teacher coordinator to ensure that strategic decisions are made to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.

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.

Ms. Vega will observe every teacher at least once to ensure that instruction across all grades and content areas is student centered, promotes student voice, and allows students to demonstrate mastery through completion of rigorous, authentic tasks; and will model for the APs how to conduct observations and provide feedback effectively.

Part 3 – Action Plan

Activities/Strategies: 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	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Ms. Vega will communicate the instructional vision to the adm. team and the school staff, posting the vision in prominent areas around the school for all to see.	All Stakeholders	October 2014 – June 2015	Principal and supervision team
Ms. Vega will meet weekly with the instructional cabinet to review ADVANCE observation data as well as student assessment data to ensure that instruction across all grades and content areas is student centered, promotes student voice, and allows students to demonstrate mastery through completion of rigorous, authentic tasks.	Teachers	October 2014- June 2015	Principal Vega AP Heckstall
Teacher teams will conduct parent outreach twice per month to inform parents about the instructional program, student progress, and opportunities for engagement, including opportunities and support avenues for SWDs, ELLs, and other high-needs students.	Teachers of ELL students, parent, students	November 2014-June 2015	Teacher Teams, Teacher Coord., AP Heckstall
Ms. Vega will lead the supervisors on “learning walks” to review pedagogy aligned to the instructional vision and model how to rate teacher pedagogy and provide actionable feedback	Parent, ADM Team	October 2014 – June 2015	Principal, Parent Coordinator, Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> -Observation and Feedback Calendar -Cabinet Meetings -Time for parent outreach -ADVANCE system/reports

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	X	Title III		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:

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

During January Regents' week, Ms. Vega will review the ADVANCE data as well as notes from the cabinet meetings and gauge the school's progress towards ensuring that instruction across all grades and content areas is student centered, promotes student voice, and allows students to demonstrate mastery through completion of rigorous, authentic tasks

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
2.	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 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:

15. 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.

16. 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.	D

Part 1b. Needs/Areas for Improvement:

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

18. 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.

The school’s approach to culture building, discipline, and social-emotional support results in a safe and inclusive culture that is conducive to student and adult learning. Faculty mentors and related structures ensure that every individual student is known well and helps coordinate guidance/advisement supports that align with student learning needs. Students have an increased voice and are empowered by the staff to contribute to school goals and develop personal agency. Data sources include: Quality Review particularly Parent Survey.

6.5 The school is inconsistent in sharing data as some teacher teams are more developed than others in the inquiry process. All teams take part, however, in contacting families and encouraging them to use and understand data to promote student learning and success.

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.

100% of teacher teams will be involved in contacting families and encouraging them to use and understand data to promote student learning and success. Parent involvement in school activities will increase from an average of 1% (1-5 parents in total) to at least 10% (60 parents) of students being represented by a family member/guardian at a school activity.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. 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). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers will inform families about the school’s partnership organizations and avenues for student/family involvement	-partner organizations -families	10/14-06/15	Teacher Teams -Teacher coordinator -AP Heckstall
Teachers of SWDs, ELLs, and high-needs students of other subgroups will participate 2 times/month during 70 minute parent-engagement sessions	Families -SWDs -ELLs -High-needs students	10/14-06/15	Teacher Teams -Teacher coordinator -AP Heckstall
Teacher teams will conduct parent outreach twice per month to inform parents about the instructional program, student progress, and opportunities for engagement, including opportunities and support avenues for SWDs, ELLs, and other high-needs students.	Families -SWDs -ELLs -High-needs students	10/14-06/15	Teacher Teams -Teacher coordinator -AP Heckstall
Outreach opportunities will include Open Houses , Workshop, Academic celebrations	families	10/14-06/15	Teacher Teams/parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Time to contact parents/families • Time/pay for teachers to conduct parent outreach programs/activities

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

2. Specify a timeframe for mid-point progress monitoring activities.				
During January Regents' week, ADM will review the family engagement logs to ensure that all teachers are contacting families on an ongoing schedule to promote family-school engagement				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Performance on 8 th grade ELA state assessment, NYC HS ELA Performance Assessment, PSAT, ELA Regents, mock Regents, and prior course grades	Combining short story and informational text reading, creative writing assignments, writing argumentative essays, Book/Reading Club, item analysis of mock Regents and student self-assessment	Small group instruction, one-on-one tutoring, Castle Learning Online assignments	Before, during and after school and some Saturdays
Mathematics	Performance on 8 th grade Math state assessment, PSAT, Math Regents, mock Regents, and prior course grades	Item analysis of mock Regents and student self-assessment	Small group instruction, one-on-one tutoring, Castle Learning Online assignments	Before, during and after school and some Saturdays
Science	Mock Regents, and prior course grades	Item analysis of mock Regents and student self-assessment	Small group instruction, one-on-one tutoring, Castle Learning Online assignments	Before, during and after school and some Saturdays
Social Studies	Performance of 8 th grade ELA state assessment, PSAT, mock Regents exams, social studies Regents, and prior course grades	Reading informational text and completing document analyses, incorporating literature to historical context, Thinking Maps to organize information for writing thematic and document-based essays, and Fresh Prep Program/Curriculum, item analysis of mock Regents and student self-assessment	Small group instruction with Urban Arts Partnership Program, one-on-one and small group tutoring, Castle Learning Online assignments	During and after school and some Saturdays

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Transcripts, teacher referral	Academic consultation with counselor, counselling sessions	One on one	Counselling sessions
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Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. 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	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
Participation in the citywide recruitment fairs, evaluation of educational background and training, providing various professional development opportunities.

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).
Collaboration with <ul style="list-style-type: none"> • the NYCDOE ADVANCE and Principal Mentor coaches • CFN 551 network coaches • Inter-visitation within the school as well as amongst network schools • PD team turnkey of professional learning

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

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.

The MOSL team, under the auspices of the UFT chapter leader/designee makes decisions regarding the use and selection of appropriate assessment measures. The administration, in collaboration with the MOSL/PD team, utilizes the assessment results to plan/implement professional learning 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 codes¹. 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 consolidated². **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	525,611	X	Pg # 10,13,16.18,21
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	133,056	X	Pg # 21
Title II, Part A	Federal			
Title III, Part A	Federal	12,476	X	Pg # 13,16,18,21
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	3,247,396	X	Pg # 10,13,16, 18,21

¹Explanation/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:

19. 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.
20. 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.

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

21. **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).
22. **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.
23. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
24. **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.
25. **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.
26. **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:

27. **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.

28. **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.
29. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
30. **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.

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. **The School for Legal Studies**, 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. **The School for Legal Studies** 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 14	Borough Brooklyn	School Number 477
School Name School for Legal Studies		

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 Rosemary Vega	Assistant Principal Carla Heckstall
Coach	Coach
ESL Teacher Ted Rybkiewicz	Guidance Counselor Ileen Ramirez
Teacher/Subject Area Javier Reyes	Parent
Teacher/Subject Area	Parent Coordinator Rafael Rodriguez
Related Service Provider	Other
Network Leader(Only if working with the LAP team) Lourdes Carmona	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	610	Total number of ELLs	100	ELLs as share of total student population (%)	16.39%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	100	Newcomers (ELLs receiving service 0-3 years)	86	ELL Students with Disabilities	6
SIFE		ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	

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	86	0	5	14	0	1	0	0	6		100

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		
Total	86	0	5	14	0	1	0	0	6	100
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

C. Home Language Breakdown and ELL Programs

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

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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										29	35	15	18	97
Chinese											1			1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian													1	1
French													1	1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	29	36	15	20	100								

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)										7	8	10	12	37
Intermediate(I)										3	11	1	2	17
Advanced (A)										2	7	2	3	14
Total	0	12	26	13	17	68								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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	17		2	
Integrated Algebra		26		7
Geometry		8		0
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry		2		0
Earth Science		6		0
Living Environment		16		5
Physics				
Global History and Geography		28		2
US History and Government		17		0
Foreign Language				
Other <u>LOTE Spani</u>		4		4
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
All ELLs are assessed using the ELL Periodic Assessment. At the beginning of the year, students complete a diagnostic assessment to determine reading skills. All ELLs also complete a series of three writing samples to determine writing skills. Based on data garnered from these assessments, we plan Common Core-aligned instruction to challenge students and ensure growth. We assess students

constantly throughout the year by reviewing their performance on Common Core-aligned tasks in all four modalities which increase in difficulty throughout the year. This ongoing assessment process allows us to target specific needs of varying groups of ELLs.

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

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

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

According to our NYSESLAT results last year, the vast majority of students who scored at the beginner level have received two years of service or less. Although their speaking and listening skills may have moved to the intermediate level, they scored beginning on reading and writing. With this in mind, we created two beginning-level ESL classes. One class addresses the needs of newcomer students who struggle with all four modalities, and a second class focuses on literacy, to target the needs of students whose oral skills have advanced but who still score beginning in reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
In general, students are grouped according to NYSESLAT proficiency level. Newcomers are most often placed in a separate class in which we can target their specific needs. We review NYSESLAT data carefully, particularly by comparing scores from the past two years, to determine which modalities students need the most help with. While all of our classes have a focus on literacy, some classes, particularly our newcomer class, may target communicative skills as well, based on the needs of students.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. There is little correlation between NYSESLAT proficiency level and grade level. Most newcomer ELLs are admitted as ninth graders; due to an influx of newcomer students this year, there is a large number of beginning-level ninth-grade students. Beyond this group, however, proficiency groups are heterogeneous by grade level. Analysis of Regents exam scores shows that all of our ELLs take the exams in their native language whenever available; as such, native language and English text scores cannot be compared.
 - b. We analyze data from the ELL Periodic Assessment by hand-scoring the tests and analyzing which specific questions posed the most difficulty to students in different language groups and levels. We compare this to the data available online in order to get a deeper look at what our students are struggling with.
 - c. Because the NYSESLAT and Periodic Assessment have begun targeting more academic language, we are finding that even students with higher proficiency levels struggle with CALP. The Periodic Assessment has also shown that the modality in which students of all levels struggle the most is reading, which is also the modality in which students have the least schema for content-based readings. Although students may have highly developed literacy skills, both in English and in their native language, the lack of pre-existing knowledge of content can impede progress. We offer many scaffolds using native language in the classroom; however, we do not use native language scaffolds on the Periodic Assessment because it would invalidate the assessment.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
We engage with content-area teachers on a regular basis to aid in understanding the link between language development and

growth in content-area classes. We offer content-area teachers a variety of strategies that they can use to ensure that lower language skills do not interfere with content-area achievement. Some examples of strategies include: charting and finding root words for science; classifying language according to mathematical operation; explicit vocabulary acquisition strategies. In addition, content-area teachers use native language whenever possible, by translating vocabulary and assessments. Students who have tested proficient may remain in ESL for an additional transitional year (as advised by guidance counselors), and have access to ELL-targeted tutoring for mainstream English classes.

7. For dual language programs, answer the following:

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

N/A

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

- We look at credit accumulation, or, more specifically the percentage of ELLs who are on target for grade level and acquiring ten credits per school year.
- We look at the percentage of students who are making progress on the NYSESLAT (or as compared to LAB-R scores) as well as the percentage who are testing proficient.
- We look at Regents scores to determine if ELLs are on track for graduation, and to determine any extra tutoring or scaffolding that might be needed.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. A few days after LAB-R testing is completed and a student is found eligible for ELL services, parents participate in an orientation where a ESL licensed teacher/ELL Coordinator explains all three program models to the families. In addition to this oral explanation, parent brochures are disseminated in their native language to enrich their understanding of each available program. They are also shown a New York City Department of Education video that explains the three ELL choices in the native language. Parents complete the parent selection form at this meeting and the school

conforms to the parental choice selections. If parents are not available for orientation, brochures and selection forms are disseminated by mail and returned by the students. If the parent chooses a program model not available at our school (Transitional Bilingual or Dual Language), the ELL Coordinator explains how the parents have the option of requesting or rejecting a transfer. Parents also understand that if a sufficient number of parents indicate a Transitional Bilingual Program or Dual Language Program as their first choice, the school is obligated to create this program. Parents will be informed by school administrators should this program become available.

Timeline of Events:

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language. Initial programming is based upon the observations of ESL teachers; students are placed with another student of the same proficiency level and native language (where possible). Once the student has been administered the LAB-R, our ELL Coordinator sends home an Entitlement Letter (in the native language) and schedules or confirms the Parent Orientation. This is a more formalized introduction to the Department of Education and New York City high school system. Both ESL teachers are able to speak give the orientation in Spanish if necessary. Parents view a DOE orientation video in the native language that describes program models for ELLs that are available. The ESL teacher and parents also review graduation requirements for New York City. Parents are made aware of resources available in New York City and online to aid in their child's language development. At the conclusion of the orientation, Placement Letters are distributed to parents and the ELPC screen in ATS is updated. A copy of Placement Letters (and Continued Entitlement letters for returning ELL students) is maintained in the ELL Data Binder.

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- Based on the past two years of the parental program choices made on the Parent Survey and Program Selection form, trends show that parents generally opt for the ESL program that is already available at the School for Legal Studies. In the past two years, 90% of parents have chosen the existing freestanding ESL program for their children. Approximately 10% of the parents of children new to the New York public school system opt for a bilingual program after they have been informed that this program does not exist at the School for Legal Studies and placing their child in such a program would entail transferring their child to another school. However, they also understand that if enough parents request a program that is not available for their child, it is the school's obligation to create such a program based on their choice. As of this year, we do not have enough parental requests for a bilingual program in any one language to furnish such a program, and we remain solely an ESL school. In the past two years, 0% of parents have opted for dual language instruction. With these trends in mind, the ELL program at the School for Legal Studies will continue to take the form of freestanding ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. All ESL instruction is delivered in free-standing, departmentalized ESL classes, taught by fully certified ESL teachers.
 - b. ESL groups are ungraded and primarily homogenous by proficiency level. Due to our large number of Beginner level students and their broad range of ability, we have divided them into low and high beginner. Low and high beginner classes are grouped together for three periods per day, in which they work with both ESL teachers. Intermediate students receive two periods of ESL per day, and Advanced receives one period.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table

below)?

a. Due to top block scheduling, students generally receive more than the mandated minutes of service. Beginning students are mandated to receive 540 minutes of service per week and received 710. Intermediate students are mandated to receive 360 minutes of service per week and received 470. Advanced students are mandated to receive 180 minutes of service per week and received 235.

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

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

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

Throughout the year, students periodically complete writing assignments in native language, after which the assignments are read and evaluated by staff member who speak the same language. In addition, Spanish-speaking students are given the Spanish LAB upon arrival at school.

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

students:

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

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

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

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

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

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

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

e. For the past two years we have had 0% of our ELL students reach proficiency on the NYSELAT. For students who do test

proficient, 1-2 years of transitional support are available in the form of continuing in ESL.

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

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

language as well.

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

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

Strategies are constantly evolving based upon a highly diverse student population which changes dramatically from year to year.

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

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

Courses Taught in Languages Other than English ⓘ

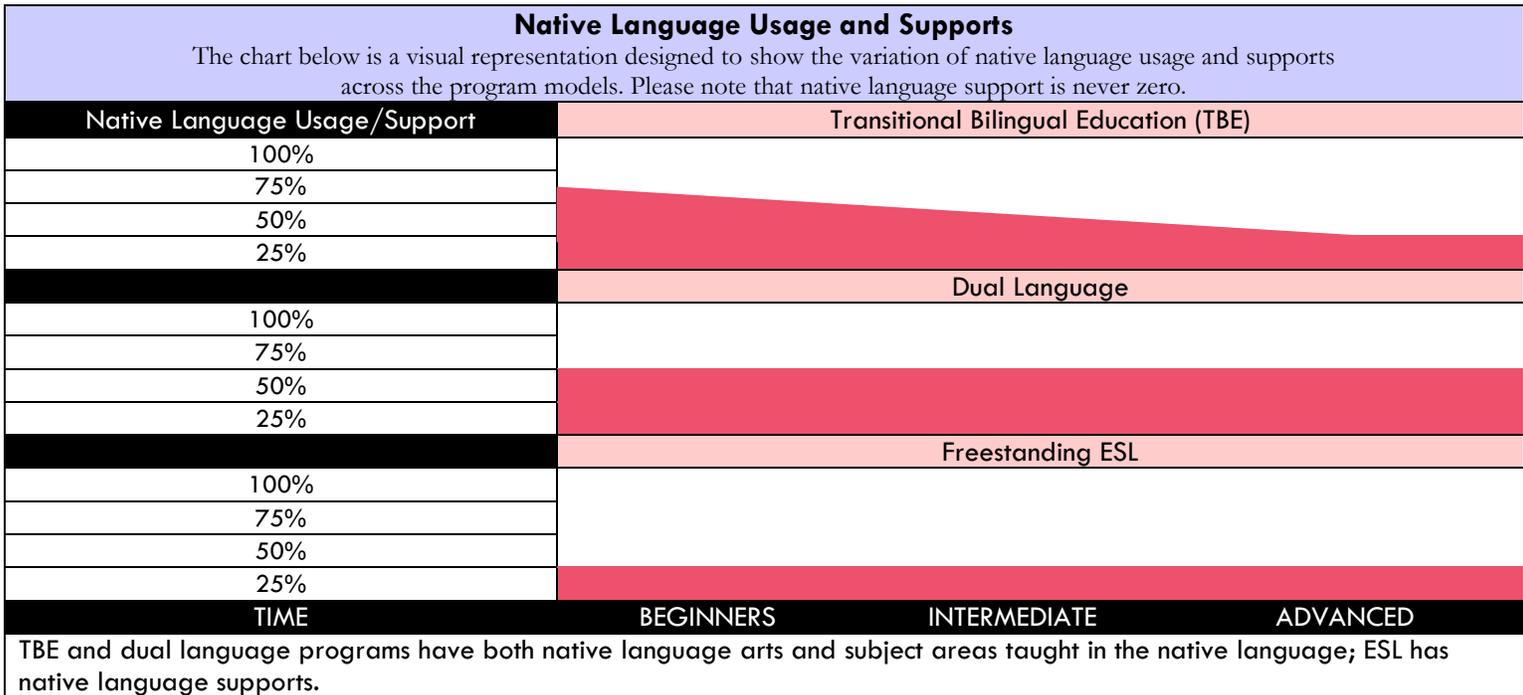
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:	N/A	N/A	N/A
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- We have several structures in place and available to ELLs as targeted intervention. Each ELL student participates in one or more of the following, depending on their needs:
- Beginning level ELL students may participate in a student tutoring program with bilingual students who have tested out of ELL services.
 - Title III monies will be spent on extracurricular instruction for ELLs, including Regents preparation and language development through the arts.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our students all make Adequate Yearly Progress, and 37.7% of students improved on the 2012 NYSESLAT. Students are integrated into the school culture and curriculum is catered to their specific content needs. This is accomplished due to the annual review and revision of curriculum based upon teacher observations and relevant assessment data. This also ensures that students that remain in the program all four years are exposed to a variety of content and language instruction and a well-rounded knowledge of English. Each unit builds on the units from the year before and promotes college readiness. In June 2013, 29% of ELLs graduated with their cohort. Although all ELLs took Regents exams in native language (if available), few passed. We are hoping to improve these statistics this year through increased after-school tutoring and a strongly literacy-focused, content-based curriculum
11. What new programs or improvements will be considered for the upcoming school year?
- We are in the process of developing several units of study that integrate content and language acquisition. This will be supplemented by Title III-funded programs that include monthly documentary film viewings (PBS Point of View Series) and an after school English Regents program for ELLs.
12. What programs/services for ELLs will be discontinued and why?
- Existing programs and services will be modified, but none will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ESL students are afforded equal access to school programs. This is accomplished by daily announcements in the ESL classroom, which are translated when necessary. Parent outreach is common and a luxury we are afforded by having such a small program within Cobble Hill. Our ELL Coordinator is in regular contact with all ELL parents.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All ELLs will use the following instructional materials, except when specified:
- Teacher-designed curriculum following the following several sequences, including Sociology and Earth Science content.
- Teacher-generated worksheets/matrixes/projects
 - Teacher-selected film/music/images to support student contextualization
 - Academic Encounters: Life in Society and Academic Encounters: The Natural World with balanced focus on Reading/Writing and Listening (Brown and Hood/Cambridge UP)
 - multiple sources to build schema on unit topics, including film clips, artwork, music, and poetry
 - Supportive websites: www.usalearns.org (English), www.jmap.org (Math)
 - Grammar in Context (Elbaum/Heinle)
 - All writing published in Google Drive
 - Multi-genre classroom library of both informational texts and fiction
 - Bilingual content-area glossaries
 - Practice tests for Regents preparation
- On a case-by-case basis, content area teachers and our ESL instructors provide materials specific to students' ages and grade levels. We are in the process of compiling a resource library with multi-level resources for all topics within our content area classes' scope and sequence.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

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

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

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

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

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

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

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

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

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

Workshops taken by our ESL teacher have included:

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

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

D. Parental Involvement

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

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

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

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

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

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

E. Additional Information

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

N/A

Part VI: LAP Assurances

School Name: School for Legal Studies

School DBN: 477

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosemary Vega	Principal		12/15/14
Carla Heckstall	Assistant Principal		12/15/14
Rafael Rodriguez	Parent Coordinator		12/15/14
Ted Rybkiewicz	ESL Teacher		12/15/14
	Parent		1/1/01
Javier Reyes	Teacher/Subject Area		12/15/14
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ileen Ramirez	Guidance Counselor		12/15/14
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 14k477 School Name: The School for Legal Studies

Cluster: 5 Network: 551

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: The School For Legal Studies	DBN: 14K477
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 40
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 2
of content area teachers: 3

Describe the direct instruction supplemental program here and include the

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

Begin description here:

After School Program

Rationale: The program is designed to provide additional instruction to 40 beginner ESL students in the Mathematics, Science and Social Studies content areas. There will be 2 groups of 20 students. The program will start on December 8, 2014 and end on June 12, 2015 for 30 sessions. The program will be offered Monday and Tuesday from 3:30 to 4:30 PM. The language of instruction in the Content Area will be English.

The schedule of the program is the following:

Monday - Global Studies and ESL. The ESL teacher will co teach with the Global studies teacher.

Tuesday – Living Environment, Integrated Algebra and ESL. The ESL teacher rotate for 30 minutes in Living Environment, 30 minutes in Integrated Algebra.

There will be 5 teachers involved in this program, 2 licensed ESL teachers and 3 licensed content area teachers in Mathematics, Living Environment and Global Studies.

6. Type of materials: The ESL teacher, with the assistance of the content area teacher, will use the classwork and homework materials provided by the students' classroom teacher. They will also employ the use of laptops and computers to access online resource materials.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

1. Rationale : To provide the ESL teachers and content area teachers with different strategies that they can use in teaching the ESL students.

2. Teachers to receive training

- | | | |
|----------------------|---|---------------------|
| a. Javier Reyes | - | ESL Teacher |
| b. Ted Rybkiewicz | - | ESL Teacher |
| c. Ronald Fernando | - | Science teacher |
| d. Lilibeth Bernal | - | Mathematics teacher |
| e. Christine Pearson | - | Global Studies |

3. Schedule

- | | | | | |
|---|---|-------------------|---|---------------------|
| a. Ilearn - APEX
(Provider: APEX) | - | Ronald Fernando | - | 10/16/2014 |
| | | Lilibeth Bernal | | 8:00 - 3:00 |
| b. Skedula
(Provider:Angelo Angeles) | - | Ted Rybkiewicz | - | 10/7/2014 |
| | | Javier Reyes | | 12:10 PM - 12:56 PM |
| c. Integrated Co-teaching
(Provider: CFN 551 Network) | - | Marjorie Preacely | - | 10/24/2014 |
| | | Christine Pearson | | 8:00 - 3:00 |
| | | Lilibeth Bernal | | |
| d. College Board Workshop
(Provider : Collegeboard) | - | Christine Pearson | - | 11/4/2014 |
| | | Ronald Fernando | | 8:00 - 3:00 |
| e. EngageNY Curriculum PD
(Provider : NYCDOE) | - | Ronald Fernando | - | 01/27/2015 |
| | | Lilibeth Bernal | | 8:00 - 1:00 |
| | | Christine Pearson | | |
| f. Smartboard Training
(Provider : TEQ | - | Javier Reyes | - | 01/29/2015 |
| | | Ted Rybkiewicz | | 3:00 - 6:00 PM |
| | | Christine Pearson | | |
| | | Lilibeth Bernal | | |
| g. Looking At Student Work
(Provider : Carla Heckstall
AP Humanities) | - | Ted Rybkiewicz | - | 02/02/2015 |
| | | Lilibeth Bernal | | 8:30 am - 12:30 pm |
| | | Christine Pearson | | |
| | | Javier Reyes | | |
| | | Ronald Fernando | | |

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

1. Rationale : To increase participation and engagement of the parents of the ELL students.

2. Schedule and duration: 6 Saturdays, January 17, 2015 - March 14, 2015

a. January 17, 2015, 9:00 am - 12:30 pm

Topic : "Microsoft Windows : How to create documents?" by Roselle Candidato

b. January 24, 2015, 9:00 am - 12:30 pm

Topic : "Surfing the Web" by Roselle Candidato

c. February 7, 2015, 9:00 am - 12:30 pm

Topic : "Social Networking" by Christopher O'neal

d. February 28, 2015, 9:00 am - 12:30 pm

Topic : "Cyberbullying" by Urban Arts

e. March 7, 2015, 9:00 am - 12:30 pm

Topic : " Raising a Teenager" by Urban Arts

f. March 14, 2015, 9:00 am - 12:30 pm

Topic : "How to write a good resume" by Urban Arts

3. These activities will be posted on our school website. The parents will also be notified of the schedule of workshops through regular mail and phone messenger. The parent coordinator will also conduct an outreach to the parents to invite them to attend these activities.

Part E: Budget

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

Allocation Amount: \$12476

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