

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

10x284

School Name:

THE BRONX SCHOOL OF LAW AND FINANCE

Principal:

DR. JESSICA GORING

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 10x284
School Type: SWP Grades Served: 9, 10, 11, 12
School Address: 99 Terrace View, Bronx, NY 10463
Phone Number: 7185610113 Fax: 7185610995
School Contact Person: Dr. Jessica Goring Email Address: jgoring@schools.nyc.gov
Principal: Dr. Jessica Goring
UFT Chapter Leader: Ed Seidlinger
Parents' Association President: Nurys German
SLT Chairperson: Tyrone Iton
Student Representative(s): Dea Ndreca, Paola Figueroa

District Information

District: 10 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza, Bronx
Superintendent's Email Address: elindsey@schools.nyc.gov
Phone Number: 7187415852 Fax: 7187417098

Cluster and Network Information

Cluster Number: _____ Cluster Leader: Debra Maldonado
Network Number: 562 Network Leader: Barbara Gambino

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 Comprehensive Educational Plan (CEP) 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)
Jessica Goring	*Principal or Designee	
Ed Sedilinger	*UFT Chapter Leader or Designee	
Nuyrs German	*PA/PTA President or Designated Co-President	
Zoraida Torres	DC 37 Representative, if applicable	
Dea Ndreca	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Paula Pena	Member/ Parent	
Maria Hernandez	Member/ Parent	
Ana Fernandez	Member/ Parent	
Tyrone Iton	Member/ CSA	
Paola Figueroa	Member/ Student	
Matthew Singer	Member/ UFT	
	Member/	

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

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

The 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 CEP 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 Comprehensive Educational Plan (CEP) 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

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **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.
5. **Step 2:** 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.
6. **Step 3:** 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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Officially a school in 2004, the Bronx School of Law and Finance opened as a program on the eighth floor of John F. Kennedy High School, located in the Marble Hill section of the Bronx, in September of 2003. Currently we have 430 students from a total of 13 different countries.

We are a representative population of the Bronx. According to the latest available ethnic data, approximately 55% of our students are Latino, 37% are African-American, 3% are White and 4% are Asian. Approximately 23% of our students have Individualized Education Plans (IEPs) and receive integrated inclusion classes, and related services such as counseling and resource room. Additionally, approximately 10% of our students are English language learners (ELLs), with Spanish as the dominant language among the vast majority. The majority of students are from low-income families and more than 85% qualify for free lunch.

We offer Latin as a foreign language for all our students. Our Latin curriculum takes a holistic approach to language acquisition, and includes hands-on projects, skits, and cultural and historical activities. Students need only one year of a foreign language and no Regents exam in order to fulfill the language requirement for graduation, but we are encouraging all our students to take two to three years of Latin. Additionally, students must pass the Latin LOTE in order to qualify for an advanced diploma.

Technology is infused into all curricular areas through the use of in-classroom computers in the sophomore Law and Finance class, an after school Media Center, and student computers in the office that may be used before school, after school, and during lunch. Tenth grade students participate in the Stock Market Game, a city-wide competition analyzing stock prices over the Internet. In addition, a tenth-grade cross-curricular project on the Metropolitan Museum of Art was completed via computer-aided informational brochures created by the students. Finally, many teachers use Powerpoint presentations within their classes.

We offer a number of key experiences that correlate to our theme of law and finance. For the first two years of our school, students take courses introducing them to both law and finance. In their third year, students select a major in either law or finance, and their coursework for their remaining years follows accordingly.

Courses we offer to law majors include Constitutional law, Criminal law, Civil law, Court Procedures, and Brief Writing. Courses we offer to finance majors include Accounting I and II, Wall Street, Banking, and International Finance. Additionally, we are utilizing our connections to the Justice Resource Center and to the National Academy Foundation in order to supplement the experiences and field work of our students. In the 2004-2005 school year for example, our law students participated in moot court, mock trial, and visited the Hispanic National Bar Association Youth Convention, Denton Law Firm, the DEA, and Credit Suisse. Our finance students participated in job shadowing programs at the United Nations, American Express, attended a NAF conference, and joined exploring careers programs at Bovis Lend Lease, AT&T, and others. Our students participate in the Lehman College College Now Program, which enables our students to take classes on Lehman College's campus for college credit. We also offer a few Advanced Placement classes and work with the Let's Get Ready SAT program..

Our biggest challenge facing us, and the key area of focus for our school is attendance. We understand the connection between good attendance and success in school. We utilize the services of school aides, a family worker, and counselor to contact homes and hold conferences with parents, in order to encourage good

attendance. We will continue to work with an attendance teacher provided by the Region, to conduct home visits when necessary.

Attendance feeds into other areas of school, including credit accumulation, performance on the Regents exams, and ultimately graduation. Additionally, higher attendance generally results in higher grades, and we are pushing our students into higher areas of college and career readiness. Therefore, we are focusing much of our attention this school year, and continually, on attendance.

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.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

With the onset of the Common Core, schools across the country became more focused on additional rigor and on reading and writing, particularly with how they relate to argumentation. An initial needs assessment showed that our teachers understand what Common Core is, as we’ve been rolling it out now for the past few years, and know what our school-wide instructional focus (citation of textual evidence) is, but need to focus on their consistency with regard to applying it to their instruction. For example, in the first round of observations, 17 of the 26 teachers used citation of textual evidence. Many of our teachers are strong in the classroom, and we are hoping with continual reminders and prep work, including working with four pilot programs through New Visions which align to Common Core, we will get there with consistency.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 95% of classrooms will be engaged in Common Core aligned instruction, focusing in particular on the citation of textual evidence.

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>
<ol style="list-style-type: none"> 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 			
In addition to the literature on Common Core, we looked at our SQR from 2013-2014, which stated that more students needed to support responses with “reasoned evidence from the text” and that it was “not consistently demonstrated in discussions and work products.”	Teachers, students	Ongoing	Dr. Goring
Professional Development outside school on Common Core Alignment and rigorous instruction (mostly conducted by New Visions), Professional Development inside school on Common Core Alignment and rigorous instruction, Ongoing	Teachers, Admin	Ongoing	Dr. Goring

assessment of rigor as part of observation cycle; LPP team focusing on portfolio assessment for Special Education students; ELL PD on aligning curriculum to the Common Core			
We propose an IEP Night with Parents to go over the LPP program, and to examine strategies to help their child to succeed, with respect to the goals of the child's IEP	IEP families	January/February	Parent Coordinator Torres, A.P. Iton
We hope that by using the parents/families, it will foster trust between the students and the teachers.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Jessica Goring, Principal; Tyrone Iton, A.P.; Scott Pullman, A.P.; New Visions pilot programs in A2I, Global History, Living Environment, and Blended Learning Communities; past New Visions Common Core work with curriculum; Teaching Staff of law and Finance; Zoraida Torres, Parent Coordinator

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		Title I Basic		Title IIA		Title III	x	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.				
We continue to check in on classrooms, either informally or during observations. Will do site walkarounds in February to assess.				
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 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.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

One key element to a supportive environment, according to our research with the CDC, is parent involvement. We have long dealt with low overall parent involvement, even with a wonderful Parent Coordinator, Attendance Teacher, SLT team, and the like. Our biggest event so far this year has been College Night, where we saw twelve parents. We are looking to help our out parent involvement and participation, by attending more activities to invite parent engagement.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Based on the number of parents involved in school activities, we hope that offering more event would increase the likelihood of more parents involved. By June 2015, we will offer at least two additional parent engagement activities, in order to encourage more parent and family participation in school 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>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
We pulled our research on Supportive Environments from the CDC, focusing in particular on promoting school connectedness.	Parents	Ongoing	Parent Coordinator Zoraida Torres;
Working with the SLT and PA, and also student government in order to schedule time, place, and activity; Possible activities—Stepping Up ceremony with seniors, juniors, and senior/junior parents; orientation, joint health course; Also—orientation at end of year for incoming ninth graders, as soon as they get their acceptance letters; IEP meeting with parents	Parents	Monthly SLT meetings; weekly student government meetings, monthly events	Parent Coordinator Zoraida Torres, COSA Matthew Singer
We propose an IEP Night with Parents to go over the LPP program, and to examine strategies to help their child to succeed, with respect to the goals of the child’s IEP	IEP families	January/February	Ms. Torres, AP Iton
Through parent involvement, we hope to foster an environment of unity and trust in our school.	Parents, School Staff	Ongoing	Ms. Torres; Dr. Goring

Part 4 – Resources Needed

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

Administration, COSA, Parent Coordinator, SLT, PA, student government

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 IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

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

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

We will hold at least one of these activities by midpoint.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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. |

As a school that is 27.2% Special Education, and also have 9% ELL students, teachers collaborating with each other on a regular basis is key. Many teachers share students and can therefore share strategies, and many have to co-plan for their ICT classes. We currently do not have Circular 6R for Common Planning Time, and have to therefore get creative with the schedule in order to allow for teacher interaction.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of teachers will have scheduled planning time with colleagues, allowing for collaboration across grade levels and subject areas, which will be facilitated by suggestion lists.

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>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. 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). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Based on research and literature from the National Association of Secondary School Principals, we would put recommendations in place such as student course suggested lists, and teacher projected course trajectories	Teachers, Admin	End of previous semesters	Dr. Goring/A.P. Pullman
This comes down to programming. The Master Schedule is done by the principal, and implemented by the programmers, and must have these elements. Strategies include programming the Special Education and ELL students first, and also call for adding more appropriate level electives for all students	Students	Next semester	Dr. Goring, AP Scott Pullman, Programmer Jonathan Ellis
In addition to IEP Night, we also will have a Curriculum Night so that parents know what courses/subjects to expect for graduation and in general	Parents	Fall Semester	Ms. Torres
Again, having unity between parents and the school. Additionally, parents will see that all information is transparent	Parents	Ongoing	Dr. Goring

Part 4 – Resources Needed

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

Dr. Goring, A.P. Pullman, Programmer Ellis, Ms. Torres, Guidance Counselor Burgos, IEP Coordinator Lord, Special Education AP Iton

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 IIA	x	Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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

By next semester, teacher programs will show common time off for the majority of teachers

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

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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22. 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.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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. |

According to the Capacity Framework on Effective School Leadership, effective school leadership is about building inclusion amongst the stakeholders. Last year the principal sent out weekly “Frequently Asked Questions” emails about what was going on during the week, as well as letters home to parents. This year, although parent letters are mailed every six weeks, the emails to faculty have been on an as-needed basis. Part of this goal is to further the communication between Administration and Teachers in particular by having a measure of accountability whereby the principal “checks in” with the staff weekly via emails, including all and giving everyone knowledge of what is taking place in the school.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, weekly check-in emails will have been sent for 90% of the weeks in the second semester. These emails will share with the Faculty information from the Cabinet, the Campus Council, and concerning areas of responsibility (such as attendance and discipline) from all areas of Administration.

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>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. 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). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
According to the Capacity Framework, the goal of Effective School Leadership is to build an environment of inclusion—this starts with the principal.	Principal to staff, parents, students	Ongoing	Dr. Goring
Weekly emails with school information being sent to Faculty; Inclusive in emails will be information relevant to ELLs and IEP students	Teachers	Ongoing	Dr. Goring
Information from emails will be ready for parents at SLT and PA meetings (and additionally, every six weeks check-in letters are mailed to the families)	Parents	Ongoing	Dr. Goring and Ms. Torres

We hope that an open environment with transparency at all levels engenders trust and unity.	Teachers	Ongoing	Dr. Goring
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Part 4 – Resources Needed

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

Dr. Goring—weekly emails, AP Pullman, AP Iton, Cabinet meetings, Campus 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		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

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

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

30. Specify a timeframe for mid-point progress monitoring activities.

By March, there should have already been three of the weekly check-in emails.

Part 6b. Complete in February 2015.

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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32. 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.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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. |

According to the Capacity Framework, building strong Family and Community ties serves to bridge the gap between the school and the larger community. A few years ago our school established an Advisory Board, on which lawyers and business professionals, staff, and alumni served. This Advisory Board still meets on a weekly basis, and has been involved in the school’s Resume Invasion, plus a few trips. We would like to push this involvement further by adding two Finance trips through our involvement with the Advisory board. We are using our community resources well with Law, but not so much with Finance. This need has arisen based on the numerous Law trips (four this semester) and lack of Finance trips (one this semester).

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, our Advisory Board, in collaboration with staff and parent, will arrange for a minimum of two Finance-related field trips in order to establish a more sustainable academy program for the future.

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>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
The Capacity Framework discussed the importance of building the larger community around the school itself. This can be done by strengthening relationships with outside businesses, organizations, etc. In our case, as a Law and Finance themed school with a strong Advisory Board, this goal is a natural extension of our school goals in general.	Advisory Board	Ongoing	AP Pullman
Discuss the structures behind Law and Finance themed trips, and call on the Advisory Board to establish at least two Finance-	Finance students	Second semester	AP Pullman, Finance

themed trips for the Spring semester; Students with IEPs and ELLs in the Finance classes would be invited to attend these trips			Coordinator Butler
Parents will be notified of these trips, and those parents of Finance students will be particularly pleased (request already made in SLT meeting)	Parents	Second semester	Finance Coordinator Butler
School responding to parent wishes and to needs of Finance students establishes trust with its focus of providing positive experiences for its students	Students/Parents	Second semester	Finance Coordinator Butler, AP Pullman

Part 4 – Resources Needed

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

Advisory Board, APPullman, Finance Coordinator Butler, any resources connected with the trips themselves.

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 IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

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

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

By March, the two trips will be identified and planning will have begun.

Part 6b. Complete in February 2015.

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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42. 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)	Teacher grade team meetings and department inquiry work, detailing most needy students.	Repeated reading, interactive writing, Common Core prep across courses,	Small group, tutoring	During the school day, before and after school, Saturday program
Mathematics	Teacher grade team meetings and department inquiry work, detailing most needy students	Practice problems, data driven instruction, work with Math Instructional Specialist, use of a Math Coach	Small group, tutoring, one on one	During the school day, after school, Saturday program
Science	Teacher grade team meetings and department inquiry work, detailing most needy students	Repeated reading, interactive writing, Common Core prep across courses, work with a Science Instructional Specialist,	Small group, tutoring	During the school day, before and after school
Social Studies	Teacher grade team meetings and department inquiry work, detailing most needy students	Repeated reading, interactive writing, Common Core prep across courses, work with an Instructional Specialist	Small group, tutoring	During the school day, before and after school, Saturday program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP and student requests or teacher or parent referrals	Counseling as mandated and as requested	Small group, one on one	During the school day, after school

Section 7: Title I Program Information

Directions:

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

All staff members are considered highly qualified, and are teaching in the license area of their state certification. Additionally, all our teachers either already have a Masters degree, or are enrolled in a Masters program.

As a school, we strongly promote Professional Development. Part of our SBO vote at the end of the year was to allow for a change in our school's schedule that would give us as a professional community staff development on a weekly basis. Additionally, we continue to urge our teachers to seek professional development opportunities outside of the school, and have supported teachers in attending these events by paying them per session, or for parking, or for sub coverage, or even for entry fees.

We have assigned mentors for our new teachers, as per the City agreement, and are also working with Instructional Specialists in the areas of Math and Science and Social Studies.

Our goal of Danielson gives ongoing consistent feedback to all teachers as well, and we work on developing our staff to reach their optimal professional performance.

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).

We do a minimum of three hours a month of Professional Development on Danielson and the Common Core, as per the mandated Professional Development requirements. Additionally, we provide PD inside and outside the school in these areas (including the Danielson, bringing the Teacher Effectiveness Coach to a PD session), and we allow for time to have horizontal and vertical meetings, in order to align with Common Core while fulfilling the professional community component of Danielson Domain Four.

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.

We meet at a MOSL committee in order to choose the measures that would best represent our school. After three meetings and more than a few hours, we arrived at a decision. The English Regents and the ELA assessments figure heavily, and we have been working with our English department closely to arrive at the results of the assessment, and to share said results with our staff as well as to bring the skills needed to our faculty for a whole school focus.

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 (CEP) 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	351,917	x	19, 13, 11, 9
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	11,200	x	19, 11
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,598,604	x	19, 15, 13, 11, 9

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:

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 8: 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 CEP 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

School Responsibilities

The Bronx School of Law and Finance will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held during the Department of Education determined Open School dates.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: through contact with the student's advisor, report cards three times each semester, Open School evenings/afternoons four times a semester, notification letters sent home, and through individual contact with the school, and Skedula.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during Open School evenings and afternoons, and through contact with the advisors, and through letters and phone calls.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: through individual contact with the school, and during Bring Your Parent to School Day.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan, in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The

school will invite to this meeting all parents of children participating in Title I and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described

in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 10	Borough Bronx	School Number 284
School Name The Bronx School of Law and Finance		

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 Dr. Jessica Goring	Assistant Principal Mr. Tyrone Iton
Coach type here	Coach type here
ESL Teacher Ms. Ana Sanchez	Guidance Counselor Ms. Aura Burgos
Teacher/Subject Area Ms. Lisa Coxson/English	Parent Ms. Paula Pena
Teacher/Subject Area Ms. Molly McTague/Englisih	Parent Coordinator Ms. Zoraida Torres
Related Service Provider type here	Other Mr. Scott Pullman
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	443	Total number of ELLs	40	ELLs as share of total student population (%)	9.03%
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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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										2	2	2	2	8
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	2	2	2	2	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	14
SIFE	5	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	13

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	9	0	1	10	3	2	22	2	9	41	

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	9	0	1	10	3	2	22	2	9	41
Number of ELLs who have an alternate placement paraprofessional: <u>0</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										22	7	5	2	36
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										4		1		5
TOTAL	0	26	7	6	2	41								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	1			2
Intermediate(I)										3	2		1	6
Advanced (A)										21	5	6	1	33
Total	0	25	8	6	2	41								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use the LAB in Spanish, and a writing assessment in their ninth grade class. This shows us which areas we need to focus on for skill-building in our instruction, so that our students will improve. We use it for instructional purposes.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

This lets us know about the four modalities, in which the student is strong or needs to improve. For example, in our NYSESLAT last year, our scores showed that most of our students needed improvement in writing skills, but made improvements in their reading skills. We are now focusing more on 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](#))

: N/A

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

One observation in our analysis was that as the ELL's language proficiency improves, the English score and the content area improves as well.

The ELL Periodic Assessment offers teachers an opportunity to compare student progress on standardized tests in relation to their peers. We find that students progressively improve in the assessments as their proficiency in English and in the content area increases.

The school is using the periodic assessments to learn more about our ELL population. For example, one discovery is the test scores rise as the students receive more ELL intervention and more content subject exposure.

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?

Our teachers need to understand our native language students background, culture, and language ability in order to make the modifications in instruction. We provide Professional Development to our teachers on this, and our ELL Coordinator gives our teachers the results of a survey that she administers in the beginning of the year, which gets at this information. Each teacher also does something similar in order to get to know their students.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- 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.).

During the year, we look at the support and interaction with our subject level teachers--the feedback gives our ELL Coordinator information that she uses in the modifications. We also look for the yearly proficiency on their test scores. We use these scores to create action plans according to the students' needs.

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](#).)

If a student is completely new to the NYC school system, the ELL Coordinator administers the HLIS, conducting an informal oral interview in English and, if need be, in Spanish or the student's native language, if possible. If the student needs a translator into

any other language, we use a volunteer on our campus, or at the Region, to assist us in the translation. During this intake process, our ELL teacher will speak with the parents in their native language, or use a translator if she is unfamiliar with their native language, again through another school on campus or through the Region. The parent's choice of the ELL program is explained and entered, after showing the video on these possibilities, and explaining the three ELL programs in New York City. Based upon the results of the HLIS, the ELL Teacher will administer the LAB-R exam within ten school days from the student's date of admission. A letter is also sent to the parents, notifying them, called the "Parent Entitlement Letter." The other students who have already been in the system are researched as to the NYSESLAT scores and, if necessary, their LAB English and Spanish scores. If eligible for services, they are placed as per level into ELL classes.

All ELL students are evaluated annually each spring using the NYSESLAT exam. We carefully monitor students through the ATS RLER and RLAT reports to make sure that all eligible students are tested. Students are given ample opportunities during the testing period to complete the NYSESLAT components/modalities. There are chances for make exams throughout the testing period. We have a licensed ELL pedagogues administering the components, Ms. Ana Sanchez. Not only does she send notification letter to the parents and the students prior to the testing period, but Ms. Sanchez and Ms. Torres, our Parent Coordinator, call the homes in students are late or absent for a component test.

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.
When parents arrive with their students for the initial intake, they are greeted by either our Parent Coordinator, Ms. Zoraida Torres, or our ELL Coordinator, Ms. Ana Sanchez. At this point we are able to explain the program in English or Spanish and to offer and show online videos with explanation in most languages. If the parents can not stay or are not available, our Parent Coordinator will reach out to set up appointments for orientation and explanations of the program choices within ten school days. Our parents have chosen the freestanding ELL programs but if a parent were to request a BE/DL program, we will network with the student enrollment office in order to secure a suitable placement for the student. Parents fully understand the the Bronx School of Law and Finance offers a free-standing ELL program.
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 [\[see tool kit\]](#).)
Ms. Sanchez gives the parents the Parent Survey forms, the Program Selection forms, and the Entitlement letters upon admission. We keep copies of the parent answers in the student folders, via the parent return forms. We encourage the parents to complete and sign these forms at the time of admission. We have a dedicated filing system in the ELL Coordinator's room, as well as an organized binder within the principal's office with folders set up for each ELL student and the completed forms are collected and maintained in each student's file. Our Parent Coordinator will retrieve any outstanding forms by contacting the parents.

These letters are sent by mail, and we follow up with phone calls in order to ensure that the parent has gotten the survey, and has returned it. Also, we enter the parent selection in ATS.
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.
Once the students have been identified as ELLs, we make sure that parents know the three types of programs that are offered. We also have online videos to explain the programs. Students are placed into the ELL program according to the guidelines of NYS CR Part 154. With the student's most recent NYSESLAT or LAB-R results, we can assess the number of minutes per week they will need in ELL. We also have tutorials to help them with content areas.

Each fall parents are notified as to their student's ELL placement or proficiency based on their most recent NYSESLAT exam scores. We send out continuation letters in English and Spanish and whatever other languages are necessary. We also have Parent Orientation. During this orientation we have translation into native languages. Our Parent Coordinator, Ms. Torres, makes sure that the letters are read and we maintain signed copies in the student's individual ELL file in conjunction with the Entitlement letters. Further communication and consultation continues with the parents through phone conferences, PA meetings and parent/teacher conferences to address any needs or concerns. All pertinent staff from the principal to the teachers, guidance counselor, and ELL Coordinator may be involved in this process.
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.
The first step is to print out a report from RLAT and RRER. These reports let us know how many students in our school are qualified

to take these exams. Then we identify the students' level through the NYSESLAT score. We plan according to our students' levels, with two or three teachers getting training in how deliver the speaking modality. Another step is sending the letters home in both languages as notification of the exam date and time. We might follow up with a phone call from our Parent Coordinator.

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. 
- The trend in parent choice has remained a constant at the Bronx School of Law and Finance. We maintain the Parent Survey forms and Program Selection forms in the student's permanent and ELL files in 768 and the binder in the principal's office. Since the overwhelming selection is for our free-standing ELL program, we plan our future programs to accommodate all ELL classes that will service our students in compliance with CR Part 154.

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*](#))
- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - 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])?
- In the Bronx School of Law and Finance we deliver ELL instruction via the discrete model. Our program model is ungraded and heterogeneous. Our classes are designed so that students receive the mandated hours required based on their levels.
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)?
- How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
- Our ELL Coordinator and teacher, Ms. Ana Sanchez, is schedule for three ELL classes daily, fulfilling the minutes required for compliance (i.e.: 180 minutes per week of ELL and 180 ELA minutes for Advanced students, 360 minutes of ELL for Intermediate, and 540 ELL minutes per week for Beginners.

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.

The content areas are delivered in each program model with particular emphasis on instructional approaches and methods used in order to make content comprehensible to enrich language development. For example, there is a strong focus on literacy across the board, and every classes, math included, is on board with reading and writing. Indeed, we have all of our classrooms aligning with the Common Core, with particular instructional focus on reading for information, writing for explanation, and citation of evidence. Many of our staff members using the mackground in their own native lanugage for additional suport, and all of our teachers, as per Danielson Domain I requirements, are mandated to provide ELL modifications.

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

Our school has a Spanish speaking Guidance counselor. We non-Spanish speakers, we use DOE Services. We can evaluate students who need support by administering NYS Regents exams in their native lanugages.

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

We use ELL metodologoes and strategies, as well as in the beginning of the year using the baseline assessment, plus the NYSESLAT score, in order to make sure tha the student is being evaluated in all four modalities, and hence supported in these modalities with regard to the area of improvement We follow the curriculum according to the level, or create curriculum according to the level, and asses throughout..

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).

For SIFE students, assessments are completed in their native language and in English to determine reading and math abilities. Using this information, an IEP is created for the student.

For our students in the country for less than two years, we encourage students to tilize differentiated instruction and assignments. We offer Spanish books and dictionaries to these students. Indeed, we have a small library for them to help. Newcomers who have been identified as Beginners are provide with 540 minutes a week and classes are differentiated based on skill level. They also received a language labus in order to improve listening and language skills. Last year we purchased the Rosetta Stone. With the classroom students take part in collaborative learning stations, participating in groups of various skill levels. There are also differentiated assignments, based ona bilities and skill levels and need (i.e. some students may be asked to write a two paragraph essay, which others may be asked to writ a five paragraph essay, or may choose to present their work in either written or oral form. There are man visuals used at the Beginner level, and realia are also utilized more at the Beginner stage. There are also more cognates, and students can receive extra help before school, after, or during lunch. They are working on Common Core aligned curriculum.

For students receiving services for more than six years we offer one on one instruction, in addition to our modifications utilized with our two and four year students. There is an emphasis on reading, writing, a nd vocabulary building, and extra support early morning, after school, and during lunchtimes.

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?

In order to ensure that ELL SWDs receive all services mandated, our teachers are provided with copies of the students' IEP, which contain short and long term goasl. We address all areas of the IEP, including counseling and speech services, and also provide proper scheduling with classes that meet these students' needs. Based on the IEPs, teachers plan their lessons to accommodate our students' learning styles, needs, and goals.

Further, our teachers meeting regularly to discuss implementing strategies for the Common Core across all cruricula and all-skill levels, and focus on skill-building in reading and writing for all students. Through profesioanl development sessions on ELL and Special Education as well as through meeting time, teachers have discussed and implemented such strategies as scaffolding, vocabulary work, outlining, usng charts and graphs and manipulatives, etc. Additonally, teachers have used different approaches

to classic literature, such as a comic-strip version of Romeo and Juliet for lower-level readers, and books-on-tape (with students following along in the texts) for auditory learners. The ELA teachers are working closely as well with the ELL teacher in order to accommodate student native language support. They are also, in conjunction, with the ELL teacher, using different tools to align to the Common Core.

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?

Our school uses common meeting time for our teachers to approach ELL students with IEPs, and we outfit as mandated, ICT classes with multiple teachers. Additionally, we have linked up with the UTR program at New Visions in order to get even more support for our students. The students have classes everyday with general education students in physical education, ICT classes, and tutoring. We also have all students participate in field work and trips.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

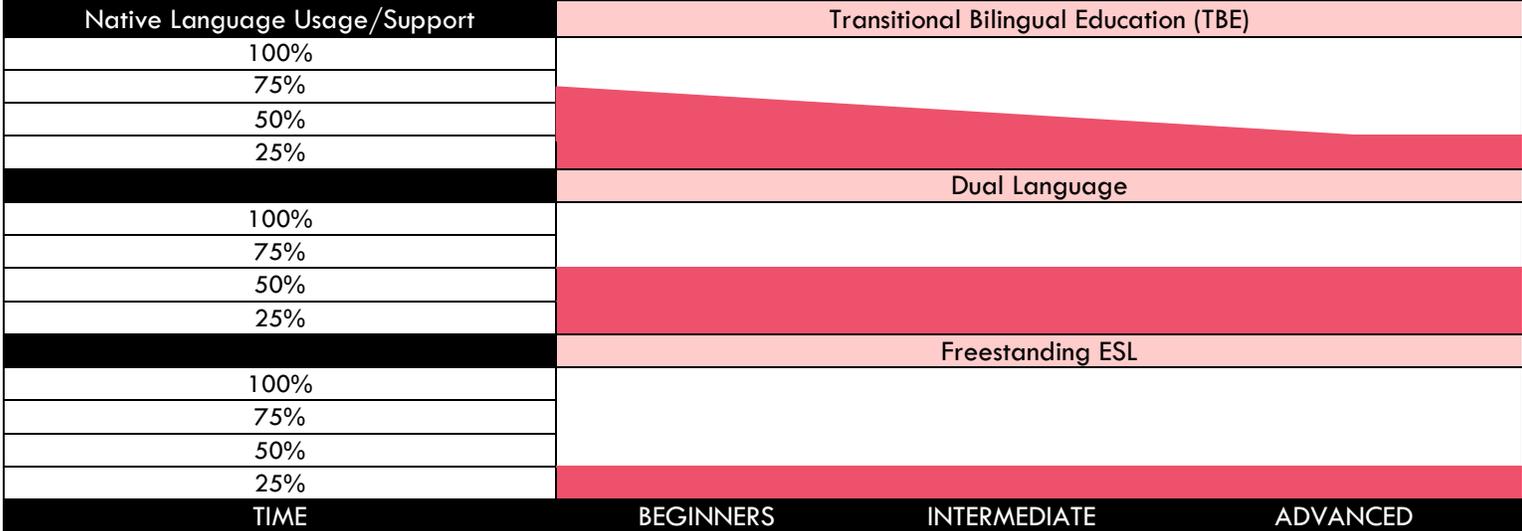
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our targeted intervention program for ELLs in the area of ELA and Social Studies involves as many of the following as our ELL students need: books provided in Spanish that match what students are currently reading in their ELA and Social Studies classes, dictionaries, graphic novels, books on tape, use of graphic organizers, tutoring, and targeted one-on-one assistance with writing. In the area of Math, our ELL students receive additional tutoring as needed, and differentiated assignments on an as-needed basis. In Science, our ELLs have the use of dictionaries and graphic organizers, reference guides, and lab books in native languages which we provide, and tutoring.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- One of the positive things about our ELL program is that our staff is very professional, and our ELL Coordinator has an open communication with them about ELL students. They discuss how they can BOTH work in order to make sure that students can make improvements in the necessary skills. They discuss strategies and support. For example, if the student is a Beginner, the content teacher finds a way to provide the same material in the native language in order to support comprehension and meet the student's needs.
11. What new programs or improvements will be considered for the upcoming school year?
- In our dedicated ELL room, a brand new Smartboard was added in addition to a computer cart. We are now using the Rosetta Stone, and we have added the Spanish Club and the Multicultural Club (and Multicultural Night!) to encourage more appreciation of ELL students and their cultures. Additionally, we added Advance Placement Spanish, and have a Spanish Honor Society.
12. What programs/services for ELLs will be discontinued and why?
- None--we do not plan to discontinue any ELL services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL students have equal access to all school programs. ELLs can take advantage of our before or after school tutorial and Law and Finance academies. Success for our ELL students also increases as they become exposed to the unique and outstanding programs that we offer here. We have an actual courtroom and participate in Moot Court and Mock Trial competitions. We have a financial room with a trading floor. We offer trips to college and other places in New York, and also have an outstanding mentoring and internship programs. All this in addition to clubs, activities, and sports!
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The ELL classes utilize instructional materials specifically designed to prepare for the HYSELAT examination. Technology is used to support our ELLs--they have Smartboards in every room, including the ELL classroom, laptop carts, and they also use Rosetta Stone. We use native language materials to help support students with their grasp of the content, such as a Spanish version of the English novel "Speak," and we also emphasize vocabulary for all content classes so that the students are more confident in their content classes. Also, a Spanish library is available in the ESL classes which includes novels, short stories, anthologies, etc.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our ELL Coordinator and teacher, Ms. Ana Sanchez, is bilingual in English and Spanish and gives native language support while in class and in testing. We currently have a classroom library with Spanish literature books, and all ELL students are provided with Spanish/English dictionaries which they may use in their content classes. Additionally, many of our teachers are fluent in Spanish and they provide native language support as well.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required services and resources correspond to the ELL students' ages and grade levels. Grade level is determined through using 8th grade reading and
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.
- Paste response to question here:

18. What language electives are offered to ELLs?

Latin

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.

Our ELL Coordinator, Ms. Ana Sanchez, attends many Professional Development sessions during the summer and the year, such as a five day workshop on Common Core and Native Language Arts. This was very helpful because most of our ELL students are Latino, and there were strategies on using the Common Core shifts and alignment using both versions of the Common Core. She also takes part in a number of PD sessions through the UFT, our Region, New Visions, etc. She also recently went to a two-day workshop on SIFE. Another workshop, Writing to Learn, supported the results of our assessment where students needed to focus more on writing. She then turns this information to our staff. These workshops happen twice a semester, in addition to at the beginning of the year, and over the summer. We meet the minimum hours of training through this, and our ELL Coordinator has also attended separate Special Education workshops through the Region. We share NYSESLAT data and modifications with our teachers, as well as Common Core workshops which can be used to help our ELLs get acquainted with Common Core requirements.

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?

A Parent Coordinator is used to promote parental involvement in our school and provides translation services as needed. In addition, our ELL Coordinator, who does a lot of parent outreach, and our Guidance Counselor are bilingual. They are available to parents during the school day and our Parent Coordinator is also available at night by cell phone. Parent workshops are offered in English and Spanish throughout the school year. Workshops included topics such as curriculum, college, financial aid, and parent rights in the DOE. There are also additional separate parent events specifically for the ELL parents, such as an intro to ELL in our school.

The school partners with our school based health clinic, which provides workshops informing parents of medical, mental, and dental services. This includes heightening awareness in nutrition, health, immunizations, etc. Translation services are provided by the Parent Coordinator and other staff members.

We keep an open line of communication with our parents through school meetings, mailings, and teacher and guidance conferences. Our Parent Coordinator, Ms. Torres, keeps in touch with parents to target needs or concerns, as does our ELL Coordinator, Ms. Sanchez.

Translation services are offered for parents at all meetings and conferences. Also, workshops are given in both English and Spanish.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>Law and Finance</u>		School DBN: <u>10x284</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Jessica Goring	Principal		1/1/01
Mr. Tyrone Iton	Assistant Principal		1/1/01
Ms. Zoraida Torres	Parent Coordinator		1/1/01
Ms. Ana Sanchez	ESL Teacher		1/1/01
Ms. Paula Pena	Parent		1/1/01
Ms. Lisa Coxson	Teacher/Subject Area		1/1/01
Ms. Molly McTague	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms. Aura Burgos	Guidance Counselor		1/1/01
Ms. Barbara Gambino	Network Leader		1/1/01
Mr. Scott Pullman	Other <u>Programmer</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

	Other _____		1/1/01
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LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **10x284** School Name: **The Bronx School of Law and Finance**

Cluster: **562** Network: **New Visions**

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.

ATS records are used to determine home languages in order to ensure proper written and oral translation is provided for homes in which English is not the primary language. This data is maintained and updated throughout the school year by our pupil personnel secretary and our parent coordinator, in conjunction with our ELL coordinator.

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

The predominant language other than English at our school is Spanish. We have small numbers of other languages, such as Albanian, and Fulani. This information has been shared with our school community via meetings and consistent communication between teachers, the Parent Coordinator, the ELL Coordinator, and the home.

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.

All letters mailed home to parents are translated into Spanish by our Parent Coordinator and verified by our ELL Coordinator.

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.

Our school has a bilingual ELL Coordinator, Parent Coordinator, school secretary, guidance counselor, and many bilingual teachers. During parent conferences, students, teachers, and many times our Parent Coordinator often volunteer to act as translators.

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

We will follow Chancellor's Regulation A-663 by ensuring that all appropriate translated documents are provided to our parents. Specific provisions will be made for parents whose languages are not English or Spanish with DOE provided translations. We have also coordinated with other schools on campus in order to meet the needs of our other language speakers.



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: Bx School of Law and Finance	DBN: 10x284
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 45
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: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: _____

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: We have instituted a number of programs this year for our 45 ESL students, in order to acclimate them both to our school community and to New York City, as well as in order to find a way to build on their strengths and their competencies.

Our Title III supplemental programs occur before and after school, and on the occasional Saturday. This year we are providing these services on an as-needed basis, which amounts to approximately three times a week, from 3:00 to 4:00. Saturday Academies run in December and January. Academically, we are doing English with Native Language support through our ELL-certified teacher, Ms. Ana Sanchez. Another extra support is the investments of the new language and content connect lab programs. For example, we are using Rosseta Stone and Achiever 3000. This year we will be inviting parents to enjoy the Reportroi Espanol, with students. The objectives are that parents get the opportunity to learn part of the curriculum in order to support students at home.

In order to help prepare our ELLs for the standardized exams, we identify the ELLs' levels of language, writing, reading, and math levels. We then design and create a set of strategies to help ELLs develop and improve the skills needed for standardized exams and for life (for example, reading strategies, vocabulary in context, multiple choice and test-taking skills, and notetaking and writing steps). We analyze the ELL data, such as NYSESLAT scores, and previous reading/writing/math state exams, in order to modify instruction. We align and modify instruction based on students' needs and make sure that ELLs have the proper accommodations and modifications, such as extended time, separate location, native language exam versions, etc. We also inform and educate the parents about standardized exams in order to help the ELL student at home.

In order to ensure that we are providing a rigorous program for our ELL students, we utilize Achieve 3000, with focuses on literacy--reading and writing, at a higher level. Additionally, we align our content area in order to make connections to Common Core, ensuring, for example, that our ELL students work with citation of textual evidence, argumentation, and counterclaim. Additionally, for our native Spanish speakers, we offer both Advanced Placement Spanish Literature and Advanced Placement Spanish Language.

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: The school provides professional development for Title III program teachers, as well as other content teachers who have ELLs in their classes. A lot of the professional development offered is with the Common Core, and is aligned to ELL standards. There is also professional development on the intake process, research on the brain, and the use of native language as a tool for instruction. We only have one ELL teacher, who informs and shares with her colleagues at our school information about our ELL population at the Bronx School of Law and Finance. She analyzing the ELL data for instructional purposes and brings this to our staff as well.

For herself, our ELL Coordinator has attended the following professional development workshops personally, and brought back information from them for our staff. Some of these are half day sessions, and others are full day:

- Common Core Strategies Aligned for ELLs (Dr. Gale Sookdeo, April 18th, at UFT)
- Boosting ELL Achievement Through Teacher Practice (June 5th, 9:00 - 3:00, Office of ELL)
- College and Career Readiness Benchmarks (May 7th, 9:00 - 3:00, Office of English Language Learners)
- Dialogue for Teaching English Language Learners (February 4th, 9:00-12:00, Hong Ying Shen Executive Director of ELLs in Cluster 5)
- Annual Foreign Language Conference--An Integrated Approach to Language Acquisition (January 28, 8:30-3:00, Long Island City High School)
- SIFE (June 27th and 28th by Rachel Hoff)
- Collaborative Strategic Recoding CSR (June 30th, by Stella Radovanovic of Department of Education Language Learners)
- NYSITELL (January, 2014, by Office of Assessment Operations)
- LAP technical training (October 10th, Caresse Deville-Hughes at Fordham Plaza)
- Brain Research, keeping ELLs in mind. (October 30th, November 24th, December 11th, January 23rd from 9:00 to 3:00, led by Dr. Ignari of CUNY)

Part C: Professional Development

We have participated in professional development opportunities through New Visions, through our CFN, through the UFT, and also through providers our coordinator has found on her own, such as City College.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents are invited to participate in a number of activities in order to support their students at the Bronx School of Law and Finance. Our highlight event for parents is our Multicultural Night, where parents contribute food and students put on a performance for students, faculty, and parents highlighting a cultural contribution from their native countries (this year's will be December 11th). Past performances have included dances, poems, and a cultural dress fashion show. But additionally, we have hour-long programs for parents on homework, reading and writing workshops, family relationships, computer skills, and other activities that our Parent Coordinator has organized for parents in general. We also have ELL Family Night (mid-September and again on October 6th), parent workshops in technology (October 29th), ESL English classes for College and Career Readiness (October 29th and again on November 3rd), Orientation and Information for students NYSESLAT scores and programs (at the beginning of each semester), and monthly multicultural activities to validate and honor parents' different cultures (even five trips on consecutive Fridays over the summer).

All events and classes are about one hour in length and provided by our Parent Coordinator, Ms. Zoraida Torres, and/or our ESL Coordinator, Ms. Ana Sanchez. Letters and phone calls go out in both English and in the native language for parents, and we have students from our Honor Society on hand to help with translations.

Part E: Budget

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

Allocation Amount: \$0

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 	—	t
Purchased services	_____	_____

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> 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	\$	