



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

10X439

School Name:

BRONX HIGH SCHOOL FOR LAW AND COMMUNITY SERVICE

Principal:

MICHAEL BARAKAT

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Bronx High School for Law and Community Service School Number (DBN): 10X439
School Level: High School Grades Served: 9-12
School Address: 500 East Fordham Road, Bronx, NY 10458
Phone Number: 718-733-5274 Fax: 718-295-3631
School Contact Person: Michael Barakat Email Address: mbarakat@schools.nyc.gov
Principal: Michael Barakat
UFT Chapter Leader: Jiel Joseph
Parents' Association President: Dorsey Santana
School Leadership Team Chairperson: Meredith Phelan
Student Representative(s): Ruperto Peres and Kyara Beaty

District Information

District: 10 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Superintendent's Email Address: ELindse@schools.nyc.gov
Phone Number: (718) 741-3157 Fax: (718) 741-7098

Cluster and Network Information

Cluster Number: 5 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 School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- 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*.
- 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.**
- 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)
Michael Barakat	*Principal or Designee	
Jiel Joseph	*UFT Chapter Leader or Designee	
Dorsey Santana	*PA/PTA President or Designated Co-President	
Melika Vasquez	DC 37 Representative, if applicable	
Ruperto Peres Kyara Beaty	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ben Pah	Member/Teacher	
Maria Milio	Member/Teacher	
Meredith Phelan	Member/Assistant Principal	
Alexandra Davis	Member/Parent	
Rodger Amador	Member/Parent	
Sabrina Scott	Member/Parent	
Lisa Morgan	Member/	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
•	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.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	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.
•	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.
•	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.
•	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

10X439 Graduation Rate	August 2010	August 2011	August 2012	June 2013	June 2014
	47.0%	53.1%	58.6%	67.8%	75.3%

During the past four years, the students, staff, and parents of Bronx High School for Law and Community Service have worked to increase its graduation rate from 47% (August 2010) to 75% (June 2014). By June of 2010, the school was in danger of being closed. With a "D" on the school's NYCDOE Progress Report and a four-year graduation rate of 47%, the school was in need of intervention. In August 2010, Principal Barakat and two new assistant principals began the work of improving the school, later adding a third assistant principal to specifically address matters pertaining to English Language Learners. Our school is now an environment that fosters an inclusive culture and supports progress toward professional, academic, and social-emotional learning goals. The four-year graduation rate has increased by 57% since 2010, the school's grade on the Department of Education progress report rose from a "D" to a "B," and students have a myriad of opportunities. Students feel safe and teachers say the school is orderly, according to the NYCODE Learning Environment Survey. Attendance is rising and more students are on track to graduate than ever before. Students may study the criminal justice system and volunteer in their community. The school offers classes in forensics, criminal justice, constitutional law, and law enforcement. There is also courtroom within the school to conduct mock trials.

Teachers work hard to engage the students in interesting class discussions. We engage students academically and culturally via ongoing programs including: Community Service, Women of Strength, Men of Strength, JROTC, lunch and after-school tutoring, and Saturday enrichment and remediation programs. Additionally, all students are invited to meet with the principal for lunch, weekly, to address concerns and share ideas to improve our school. We foster a climate of success by tying rewards and privileges to scholastic achievement, attendance, behavior, and perseverance. Teachers, parents, and administrators monitor students' progress via our online community, Skedula; and decisions are made in collaboration with individual students during numerous regularly-scheduled appointments with guidance counselors throughout the year. Students may take part in sports teams with other schools in the Theodore Roosevelt Educational Campus, which has two gyms, swimming pools, and a weight room.

Our school fosters strategic partnerships with community based and professional organizations to enrich the educational experiences of both students and staff and supporting our ongoing cultural shift.

- School Leaders Network – Professional development sessions for the principal and leadership team throughout the year
- New Visions for Public Schools – Professional development focusing on Danielson Framework, CCLS, , and data analysis
- iMentor - a school-based mentoring program that empowers high school students in low-income communities to graduate high school, succeed in college, and achieve their ambitions. We partnered with this program this year and are working towards the second phase of participation in the next year and have committed to working with the program for the next three to four years. Students will work with their mentors one-on-one, in-person and online, to develop strong personal relationships, nurture a college aspiration, navigate the college application process, and build critical skills that lead to college success.
- Lincoln Center Institute – Push-in sessions in Grade 11 and 12 ELA classes with teaching artists and guest performers; professional development for ELA teachers
- Justice Resource Center – Professional development for social studies teachers; work-based learning programs for Grade 11 and 12 students

- Hogan Lovells Law Firm - Provides students with ongoing mock trial/moot court coaching at the firm's Manhattan offices
- Generation Citizen - Non-for-profit organization that brings college students together with high school students over the course of a twice-weekly semester-long in-class program wherein students learn to map their community's assets and challenges, develop a focused, strategic plan to address an issue they care about, and then take real action on it. Student projects are presented at an annual civics day and judged by a panel of public figures.
- NY Cares – Comprehensive community service program including classroom push-in and professional development
- Capital One Bank Internship Program - Work-based learning program that allows selected student to gain experience in the school-based Capital One bank and offers ongoing academic and employment support for students after graduation

Bronx High School for Law and Community Service is a learning community comprised of 420 students, 50 staff members, and countless extended family members. Our student population's ethnic origins are 60% Latino, 38% Black, and 1% Asian and African. 89% of our students qualify for free or reduced lunch, 23% of our students receive special education services, and 20% of our students are English language learners.

10X439 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	410	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	8	# Music	1	# Drama	N/A
# Foreign Language	12	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	86.8%	% Attendance Rate		84.0%	
% Free Lunch	87.3%	% Reduced Lunch		5.5%	
% Limited English Proficient	15.9%	% Students with Disabilities		25.3%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.0%	% Black or African American		24.8%	
% Hispanic or Latino	70.0%	% Asian or Native Hawaiian/Pacific Islander		2.2%	
% White	1.2%	% Multi-Racial		0.5%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	5.7%	% Teaching Out of Certification (2013-14)		5.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		4.67	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	40.6%	Mathematics Performance at levels 3 & 4		44.0%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	84.2%	% of 2nd year students who earned 10+ credits		83.7%	
% of 3rd year students who earned 10+ credits	63.4%	4 Year Graduation Rate		75.2%	
6 Year Graduation Rate	69.0%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	HE

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

By June 2015 a four-year college and career transition team framework will be implemented to ensure that 75% of our graduating seniors apply to four-year post-secondary institutions.

Part 2 – Annual Goal

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

By June 2015 a four-year college and career transition team framework will be implemented to ensure that 75% of our graduating seniors apply to four-year post-secondary institutions.

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) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, 			

English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Daily common planning period for all teachers wherein teachers from each department will engage in ongoing collaboration and planning that will encourage student achievement in this content area.	Teacher teams	09/12/14 – 06/26/14	Administration and teacher leaders
A series of six Scholarship Report Conferences between teachers and assigned Assistant Principal to evaluate student performance, progress and strategies to ensure alignment with higher standards and expectations	Individual teachers	09/12/14 – 06/26/14	Administration and teacher leaders
Teachers will engage in the identification of groups of students to target for interventions based on an analysis of needs/performance, develop concise and explicit action steps, engage in follow-up/reassessment conversations and monitor students attendance and class performance	Students in the “yellow” data category	09/12/14 – 06/26/14	Teachers
ESL teachers will utilize Read 180 and System 44 to address the needs of ELL and SIFE students.	ELLs and SIFEs	09/12/14 – 06/26/14	Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> 1. NYSTL funds and Tax Levy Funding has been utilized to finance the procurement of curriculum that seeks to better engage students in learning activities, address differentiated needs and move them forward. 2. NYSTL funds and Tax Levy Funding has been utilized to procure materials that will that allow students to access the content materials and are purchased in both English and Spanish whenever possible. 3. OPTS Tax Levy Funds have been utilized to procure classroom resources and consumables that allow students to access content materials in both English and Spanish, whenever possible. 4. Title I Priority Funding has been encumbered to fund the procurement of materials and supplies that will support the development of curricular activities that allow for multiple access points for students and increase teachers’ abilities to innovate in the classroom on a daily basis. 5. Tax Levy and Title I Priority Funding funds have been utilized to provide for teacher per session for extended day learning and Saturday AIS programs those students designated as Level 1 or 2 on middle-school level NYS assessments 6. Title III funding has been utilized to finance the procurement of Read 180 and System 44, both computer-based reading and comprehension programs aimed at improving the development of ELL decoding, comprehension and writing skills. 7. Priority Focus Set Aside Funds will be used to procure the non-contractual services of John Jenkins in engage in the work required to collaboratively develop a school mission and vision and assess the needs of the various stakeholder and the means to meet those needs.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

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

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

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

By June 2015, we will increase attendance rate increase from 84.4% (June 2014) to 86% (June 2015).

Part 2 – Annual Goal

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

By June 2015, we will increase attendance rate increase from 84.4% (June 2014) to 86% (June 2015).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 			

<ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Weekly attendance team meetings to address targeted students who are designated as LTA's and those with sporadic attendance records	Students with 65% - 85% attendance	09/12/14 – 06/26/14	Parent coordinator, attendance teacher, administration, extended guidance team
Continued display of student attendance rates by cohort to ensure student and staff awareness	Students with 65% - 85% attendance	09/12/14 – 06/26/14	Parent coordinator, attendance teacher, administration, extended guidance team
Provide parents with frequent reports on their children's progress. Specifically, the school will provide a minimum of six reports annually after each marking period is completed. These reports will contain academic progress detailing strengths and specific needs as well as pertinent attendance data. Guidance Counselors, the Parent Coordinator, and the Community Associate will apprise parents of the children run the risk of failing to be promoted will be notified at the end of the semester to ensure that they are aware of their child's specific situation.	Students with 65% - 85% attendance	09/12/14 – 06/26/14	Parent coordinator, attendance teacher, administration, extended guidance team
Extended guidance team including three counselors is in place and follows students from their freshman year through to graduation	Students with 65% - 85% attendance	09/12/14 – 06/26/14	Parent coordinator, attendance teacher, administration, extended guidance team

Part 4 – Resources Needed

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

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

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

1. Monthly formal meetings and weekly informal meetings between seniors needing additional support to graduation within a four-year timeframe and their respective mentors
2. Daily and weekly attendance data from ATS provided by the Community Associates
3. Daily and weekly conferences with students possessing records of sporadic attendance records and ongoing documented outreach to parents/guardians

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

- Did the school meet the mid-point benchmark(s) in the timeframe specified?

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

By June 2015, 100% of the teaching staff will participate in a comprehensive professional development program designed by teacher-leaders that will be implemented during every Wednesday during the school year.

Part 2 – Annual Goal

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

By June 2015, 100% of the teaching staff will participate in a comprehensive professional development program designed by teacher-leaders that will be implemented during every Wednesday during the school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 			

<ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Daily common planning period for all teachers wherein teachers from each department will engage in ongoing collaboration and planning that will encourage student achievement in this content area. In addition to inquiry-based work utilizing student work and data generated by formative, summative and criterion-based assessments, teachers will evaluate their use, implementation and modifications of the curriculum in terms of students' needs and the demands set forth by the NYS Standards/Assessments and CCLS.	All teachers	09/12/14 – 06/26/14	Administration, teacher leaders, teacher teams
Implementation of Regents Examination Predictive (REP) in December, March and May to assist teachers' in the development of data by which to modify instructional practices and as a means to identify students in need of additional academic supports prior to the administration of culminating exams.	All teachers	09/12/14 – 06/26/14	Administration, teacher leaders, teacher teams
A series of six Scholarship Report Conferences between teachers and assigned Assistant Principal to evaluate student performance, progress and strategies to ensure alignment with higher standards and expectations	All teachers	09/12/14 – 06/26/14	Administration, teacher leaders, teacher teams
Teachers will engage in the identification of groups of students to target for interventions based on an analysis of needs/performance, develop concise and explicit action steps, engage in follow-up/reassessment conversations and monitor students attendance and class performance	All teachers	09/12/14 – 06/26/14	Administration, teacher leaders, teacher teams

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> Teachers of all content areas Assistant Principals assigned to specified subject areas Teacher Leaders New Visions for Public Schools (PSO)

Part 5 – Budget and Resource Alignment

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

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: <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 			
<ol style="list-style-type: none"> Ongoing performance and professional development logs will be utilized throughout the year to identify individual, group and school-wide trends in teacher practice and performance. Each teach will be engaged in a cycle of six informal observation utilizing the HEDI rating system with subsequent post-observation conferences Teacher scholarship reports and subsequent conferences that are occur six times a year REP data 			
Part 6b. Complete in February 2015.			
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe 		Yes	No

specified?				
<ul style="list-style-type: none">• 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 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

By June 2015 implement a modified AIS strategy and set of protocols in all content areas that leads to overall improvements in student progress and performance on mandated assessments. 25% of students school-wide will participate in the program a minimum of once-weekly.

Part 2 – Annual Goal

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

By June 2015 implement a modified AIS strategy and set of protocols in all content areas that leads to overall improvements in student progress and performance on mandated assessments. 25% of students school-wide will participate in the program a minimum of once-weekly.

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</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional 			

development, and/or systems and structures needed to impact change <ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			<i>activity/strategy?</i>
Intensive tutoring during the student's lunch period to provide additional support and remediation for those who have been individually identified as needing remediation and additional academic interventions in a specific class or content area. Students are identified by individual teachers.	Students identified as Level 1 or 2	09/12/14 – 06/26/14	Administration, the Guidance Department and content areas teachers
After-school and Saturday tutoring sessions to provide additional support and remediation for students who have been identified as receiving the designation of Level 1 or 2 on Grade 8 exams in mathematics, social studies and science. These interventions will be driven by student performance and be focused on addressing targeted needs based on the data teachers generate via formative and summative assessments and will be overseen by the respective departmental Assistant Principal.	Students identified as Level 1 or 2	09/12/14 – 06/26/14	Administration, the Guidance Department and content areas teachers
Implementing ongoing on-on-one conferences between teachers and students during C6R period and class time to apprise students of their current progress and performance with the assistance of academic progress reports generated via Skedula.	Students identified as Level 1 or 2	09/12/14 – 06/26/14	Administration, the Guidance Department and content areas teachers
Spring recess academic enrichment program	Students identified as Level 1 or 2	09/12/14 – 06/26/14	Administration, the Guidance Department and content areas teachers

Part 4 – Resources Needed

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

1. Teachers of all content areas
2. Assistant Principals assigned to specified subject areas
3. Teacher Leaders

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

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

Part 6b. Complete in February 2015.

<ul style="list-style-type: none">• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
<ul style="list-style-type: none">• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Increase the four-year graduation rate from 74.3% (June 2014) to 76% (June 2015)

Part 2 – Annual Goal

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

Increase the four-year graduation rate from 74.3% (June 2014) to 76% (June 2015)

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student 			

<ul style="list-style-type: none"> subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Teachers will engage in the identification of groups of students to target for interventions based on an analysis of needs/performance, develop concise and explicit action steps, engage in follow-up/reassessment conversations and monitor students attendance and class performance	Level 1 and Level 2 students in grade 12	09/12/14 – 06/26/14	Administration, the Guidance Department and content areas teachers
A series of six Scholarship Report Conferences between teachers and assigned Assistant Principal to evaluate student performance, progress and strategies to ensure alignment with higher standards and expectations	Level 1 and Level 2 students in grade 12	09/12/14 – 06/26/14	Administration, the Guidance Department and content areas teachers
Daily common planning period for all teachers wherein teachers from each department will engage in ongoing collaboration and planning that will encourage student achievement in this content area.	Level 1 and Level 2 students in grade 12	09/12/14 – 06/26/14	Administration, the Guidance Department and content areas teachers
ESL teachers will utilize Read 180 and System 44 to address the needs of ELL and SIFE students.	Level 1 and Level 2 students in grade 12	09/12/14 – 06/26/14	Administration, the Guidance Department and content areas teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> Teachers of all content areas Assistant Principals assigned to specified subject areas Teacher Leaders New Visions for Public Schools (NVPS) PSO

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
<ol style="list-style-type: none"> Student performance on state mandated assessments including the CCLS in Algebra and ELA Six informal classroom observations based on the Danielson Framework Student in-class performance based on the report cards for six marking periods Ongoing review of data in Skedula Administration of three Regents Examination Predictives (REP) 				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 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)	Course Grades Regents Scores	Differentiated strategies based on determining criteria and formative assessments	Small Group Instruction	Lunch and Learn After School Tutoring Sessions Saturday Sessions
Mathematics	Course Grades Regents Scores	Differentiated strategies based on determining criteria and formative assessments	Small Group Instruction	Lunch and Learn After School Tutoring Sessions Saturday Sessions
Science	Course Grades Regents Scores	Differentiated strategies based on determining criteria and formative assessments	Small Group Instruction	Lunch and Learn After School Tutoring Sessions Saturday Sessions
Social Studies	Course Grades Regents Scores	Differentiated strategies based on determining criteria and formative assessments	Small Group Instruction	Lunch and Learn After School Tutoring Sessions Saturday Sessions
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Course Grades Regents Scores Students in Temporary Housing	Differentiated strategies based on determining criteria and formative assessments	Small Group Instruction	Lunch and Learn After School Tutoring Sessions Saturday Sessions

10X439 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	410	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	8	# Music	1	# Drama	N/A
# Foreign Language	12	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	86.8%	% Attendance Rate		84.0%	
% Free Lunch	87.3%	% Reduced Lunch		5.5%	
% Limited English Proficient	15.9%	% Students with Disabilities		25.3%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.0%	% Black or African American		24.8%	
% Hispanic or Latino	70.0%	% Asian or Native Hawaiian/Pacific Islander		2.2%	
% White	1.2%	% Multi-Racial		0.5%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	5.7%	% Teaching Out of Certification (2013-14)		5.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		4.67	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	40.6%	Mathematics Performance at levels 3 & 4		44.0%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	84.2%	% of 2nd year students who earned 10+ credits		83.7%	
% of 3rd year students who earned 10+ credits	63.4%	4 Year Graduation Rate		75.2%	
6 Year Graduation Rate	69.0%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				

10X439 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	410	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	8	# Music	1	# Drama
# Foreign Language	12	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	86.8%	% Attendance Rate	84.0%	
% Free Lunch	87.3%	% Reduced Lunch	5.5%	
% Limited English Proficient	15.9%	% Students with Disabilities	25.3%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.0%	% Black or African American	24.8%	
% Hispanic or Latino	70.0%	% Asian or Native Hawaiian/Pacific Islander	2.2%	
% White	1.2%	% Multi-Racial	0.5%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)	2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	5.7%	% Teaching Out of Certification (2013-14)	5.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	4.67	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	40.6%	Mathematics Performance at levels 3 & 4	44.0%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	84.2%	% of 2nd year students who earned 10+ credits	83.7%	
% of 3rd year students who earned 10+ credits	63.4%	4 Year Graduation Rate	75.2%	
6 Year Graduation Rate	69.0%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The strategies and activities engaged in by the school that ensures staff is highly qualified include but are not limited to:</p> <ul style="list-style-type: none"> • Allowing teachers to engage in instructional activities based on observed/stated student needs and interests. For example, when it is determined that a number of students require remediation in order to develop the skills and strategies necessary to meet with success on various state-mandated assessment teachers leverage their rapport with students to encourage them to attend study sessions or afterschool tutoring. • Teachers are welcome to present course ideas to the administration. As long as student interest exists, it contributes to the overall goals of the school and scheduling permits for it, these classes are developed. Currently this seen with the recent development of an astronomy class, a publishing course, a photography course, a Grade 9 study skills program and the Mock Trial/Moot Court teams. • The ongoing discussion and creation of Advanced Placement and other courses that appeal to students who have completed the state-mandated requirements for graduation but who continue to seek academic challenges and for teachers seeking to work with students who demand a cognitive challenge. • The development and implementation of a Summer Bridge Program wherein students are able to get of "taste" of the expectations that will be faced with before they officially start BLCS in September. This also allows the teachers to gain some insight into the abilities of incoming students and prepare well in advance to meet their needs. • Providing teachers with timely and relevant feedback in the form of emails and formal conferences pertaining to their classroom practices and procedures via frequent mini-observations and period-long formal observations • The development of teacher-led hiring committees to ensure that candidates are not only highly –qualified in their subject areas, but also share common beliefs about students and the learning process with those already working in the BLCS community. • Partnerships with organizations such as the Justice Resource Center to assist in the development of law-based elective courses, internships and work opportunities that serve as motivation for students who have primarily chosen to attend BLCS because of a desire to enter the field of law once they have completed their education. • The greater portion of funds are allocated to the support of teachers in their respective classrooms, specifically the purchase of curricular materials, technology and other supplies essential to the development of a positive learning environment.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and
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paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Scholarship Report Conferences are conducted with each teacher to assess challenges and to identify successful practices that could be expanded upon to assist all students with meeting success.
- Consistent implementation of common planning time into each teacher’s program.
- The possession of three assistant principals with various specialties that are available to teachers whenever the need arises.
- Lead teachers are available to the assist the staff each day
- Teachers participate in workshops with New Visions and work with their respective departments to develop necessary skills.
- A mathematics and ELA teacher participate in professional development with CUNY to facilitate the development of a college-based curriculum aimed at preparing students that are not deemed “College Ready” according to Regents scores for the rigors of credit-bearing first year coursework.
- Teachers in designated content areas wherein student proficiency levels are consistently rising will receive training from the College Board’s Advanced Placement Institutes to further to foster the development of courses and curriculum that engage students in rigorous college preparatory instruction and increase their performance on culminating exams.
- The Danielson Framework and Advance will be used to inform teacher’s individual professional development needs in terms of pedagogical practices
- Data derived from formative, summative and culminating assessments will be used to inform teacher’s professional development needs in terms of the development of curriculum and learning activities that best suit students’ demonstrated needs, strengths, deficiencies and the demands set forth by mandated assessments.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Funds have been specifically allocated to provided clothing and school supplies to students who have a demonstrated need for these resources. We have also retained the services of an F-Status social worker that has an in-depth and personal knowledge of the needs of our students. She is available to see both mandated and non-mandated students should the need arise.

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).

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

students and monitor their progress.

9. Utilization of Read 180 and System 44 for the development of English Language and decoding skills for ESL and SIFE students.

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.

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$345,849	X	9-22
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$82,878	X	9-22
Title II, Part A	Federal			

Title III, Part A	Federal			
Title III, Immigrant	Federal	11,200	X	9-22
Tax Levy (FSF)	Local	\$2,564,984	X	9-22

¹**Explanation/Background:**

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

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

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

- 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.
- 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:

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.

- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) Template

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

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

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

school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	407	Total number of ELLs	65	ELLs as share of total student population (%)	15.97%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained										19	21	13	12	65
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	19	21	13	12	65

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	21	7	2	12	4	4	32	2	13	65	

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	21	7	2	12	4	4	32	2	13	65
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										16	20	12	12	60
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic										1				1
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian											1			1
Other												1		1
TOTAL	0	19	21	13	12	65								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	3	5	5	16
Intermediate(I)										4	9	4	5	22
Advanced (A)										12	9	4	3	28
Total	0	19	21	13	13	66								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	36	0	5	0
Integrated Algebra	36	10	11	4
Geometry	3	0	1	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	2	0	0	0
Earth Science	10	0	1	0
Living Environment	30	0	4	0
Physics	0	0	0	0
Global History and Geography	23	7	8	2
US History and Foreign Language	15	2	5	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The assessment tool we use at Bronx High School for Law and Community Service to assess the early literacy skills of our ELLs is Scholastic Phonics Inventory and Scholastic Reading Inventory. Students are first tested on the Scholastic Reading Inventory to determine their reading Lexile level. If a student tests below a third grade level, they are given the Scholastic Phonics Inventory to

determine whether or not the student is able to decode English words. In general data shows that students who test at the beginning level on the NYSESLAT cannot decode English words, as they have not mastered all 44 sounds. Intermediate students are able to decode with ranging ability. Lexile scores show they read at anywhere from a first grade to eleventh grade reading level. This data informs our instructional decisions as the beginning ESL curriculum is centered on the 44 sounds of the English language and decoding skills. The intermediate ESL curriculum addresses reading comprehension deficits for students who are able to do decode.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Paste response to question here:

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Paste response to question here:

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?

Paste response to questions here:

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here:

7. For dual language programs, answer the following:
- 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?

Paste response to questions here:

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

Paste response to question here:

Part IV: ELL Identification Process

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

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

When a new student enters the school the Parent Coordinator and/or an assigned Guidance Counselor administers the Home Language Survey (HLIS) if that student is new to the New York City Department of Education and doesn't have a HLIS already on file. If the HLIS indicates that the student speaks a language other than English at home, the following steps are taken:

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

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

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

I

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

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

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

Program Selection forms are filled out in school on the day of enrollment after they have seen the video and discussed all options with an administrator and an ESL certified teacher. Entitlement letters are sent home by an Assistant Principal when a student's LAB-R scores deem them entitled to ESL services. Entitlement, continuation of services or discontinuation of services letters are sent in both English and the family's native language. A copy of the letter is kept in the student's file in the assistant principal's office.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
.Every year the AP ESL, the ESL teacher and the parent coordinator meet with parents to explain the implications of the entitlement letter, the Parent Surveys and the Program Selection Forms and/or the students' NYSESLAT score. BLCs conduct all parent/school conversations in the parent's native language. In situations wherein we cannot address a parent's language needs with a school-based representative, we contact the Office of Translation Services. In order to place identified ELL students in our ESL instructional program, the ESL teacher and Administration consult the student's LAB-R or NYSESLAT scores within ten days of a student's enrollment or the beginning of a new term. If a student is new to the New York State education system, LAB-R results will determine placement in an ESL class. Placement letters are sent by the assistant principal in English and the family's native language immediately after the hand scoring of the LAB-R exam. A copy of this placement letter is also kept in the student's file. If a student has a prior NYSESLAT score, the most recent score will indicate in which level of ESL class he or she will be placed and for how many minutes each week he or she will be served. Continuation of entitlement letters are sent home by an assistant principal in September indicating the child's placement in an ESL class. Discontinuation of services letters are sent to all students who achieved proficiency on the NYSESLAT the prior spring. All letters are sent home in both English and the family's native language. A copy of the respective letter is kept in the students file. The assistant principal is responsible for distributing and maintain files of letters sent.

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

In order to effectively administer the NYSESLAT, the RLER report on ATS generates a report that delineates a complete list of students eligible for the NYSESLAT. We use this report to give to provide us with a complete attendance sheet for the NYSESLAT. Our ESL teacher and Test Coordinator collaborate to issue tickets to the students with the time, date and location of their one-on-one

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*
- After reviewing the Parent Survey and Program Selection forms over the past few years, most parents select a free-standing ESL program as their first choice. Free-standing ESL is the only program offered at BLCs. It has been our experience that a free-standing ESL program offers them a greater number of options and opportunities for students in high school and we work closely with parents to ensure that our program type is the best choice for their child. Should a parent prefer a full bilingual program for his/her child, we first explore options available on our campus and, if necessary, refer them to the Enrollment Office for appropriate placement. We will closely monitor parent requests. If there are twenty or more requests of a TBE in one grade level, we will take necessary steps to build a Transitional Bilingual Education program:

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

Students with less than three years in a US school (newcomers) are immediately accommodated through a "buddy system" wherein they are paired with a student who speaks the native language but has a stronger command of the English language and has been in the country longer. Through this buddy system, we hope to ease the culture shock and anxiety that comes with starting high school in a new country. Additionally, the System 44 and Read 180 program are designed to meet the language acquisition needs of newcomers as well as long term ELLs.

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

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

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

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

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

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

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

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

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

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

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

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

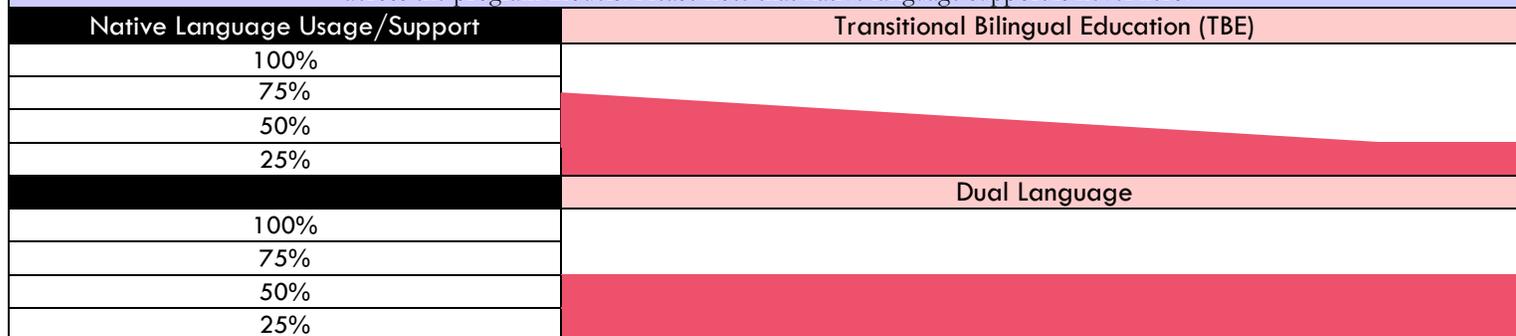
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our tutoring and scheduled intervention programs meet during period 4. Students who are specifically targeted to attend these scheduled intervention programs are newcomers, long-term ELLs and SIFE students. These subgroups typically need this additional support in order to acquire the Cognitive Academic Language Proficiency (CALP) necessary to meet all graduation requirements and reach proficiency on the NYSESLAT. Teachers who have these designated times available are able to meet with students individually or in organized groups developed according to the needs of the students. Additionally, the ESL curriculum is content-based and Common Core aligned, providing additional support for ELLs who struggle to gain CALP.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
- One program we have evaluated and decided to implement is the System 44 and Read 180 program for beginning and intermediate ESL classes. Both are Common Core aligned and designed to meet the needs of struggling readers. Based on our 2013 NYSESLAT data, our students have, by in large, attained proficiency in speaking and listening, but not reading and writing. Because of his data, our focus is now to push students' growth in reading and writing. System 44 is used with our preliterate students to help them learn how to decode the 44 sounds of the English language. Once students are able to break the code, Read 180 works to improve their reading comprehension skills in the content areas.
12. What programs/services for ELLs will be discontinued and why?
- No programs or ELL services have been discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- BLCS has a rigorous content-based curriculum in which students are engaged in intermediate and advanced level classes in all subject areas. Students also have the opportunity to participate in several law-related electives. All students are given the opportunity to participate in tutoring and additional academic support classes, including coursework designed specifically to address preparation for Regents exams, during and after their regularly scheduled day. All students have the opportunity to participate in afterschool enrichment and recreational activities such as the Multicultural Club, a music program, flag football, basketball, mock trial and moot court. We view students' participation in these activities as a means by which to further their personal interests, improve their attendance and engage in activities that require the use and application of language skills.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All ELL students receive services in the general education setting in heterogeneous classes. Classrooms are equipped with Promethean boards, LCD projectors and media carts. In order to enhance classroom content, programs such as Read 180 and System 44 are used in the ESL classroom. At BLCS we have found that a range of technology and a myriad of software allows for greater flexibility to address the individual needs of students, particularly our ELL population. The existence of an three different homogeneous ESL classes, supplemental resources for ESL and content area teachers and a professional development library designed to meet the needs of our teaching staff further supports our ELL population.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- All native language supports are organized and developed by the ESL teachers and our learning support organization, New Visions. Teachers are offered multiple resources to supplement their instruction, which includes but is not limited to bilingual dictionaries, audio texts, video components to assist in the conveyance of concepts, dual language and modified texts. A literacy coach has been hired and given a schedule that allows her to visit and support teachers of ELLs in content area classrooms. Additionally, both System 44 and Read 180 software has native language support built into the software. It can be turned on or off depending on student need.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required services, supports and resources are aligned with student grade levels and ages. Pedagogical staff and administration work together to examine materials to ensure that the materials procured for use by ELLs is consistent with the level of rigor found in standard materials. The primary concern is for content to be accessible and presented in multiple modalities to address student learning styles and language strengths.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- We hold a series of Parent Orientations and case conference with students, both individually and as a group. Once a student is

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: BX HS for Law and Community Se

School DBN: 10x439

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Barakat	Principal		1/1/01
Meredith Phelan	Assistant Principal		1/1/01
Nelly Lopez-Avlear	Parent Coordinator		1/1/01
Jessica Faugno	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Ryan Spass	Coach		1/1/01
Jiel Joseph	Coach		1/1/01
Mildres Reyes	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x439 School Name: Bronx High School for Law and Commu

Cluster: 52 Network: 562

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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



Department of English Language Learners and Student Support

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 68
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: 2
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: The purpose of our Title III program is to support our ELLs academically. Our NYSESLAT and Regents data indicates that the majority of our English Language Learner population is a long-term ELL. Additionally, Regents and scholarship data indicates that ELL students are continuing to struggle in their content-area courses. In order to address these concerns, students will be served by an after-school language acquisition instructional program. All ELLs will participate in the after-school program. This includes newcomers and long-term ELLs at each level of English proficiency. Former ELLs who are missing Regents exams or credits will also be invited to participate in the program. This time will also be used to develop the literacy of our SIFE students. We are currently off our NYSESLAT AMAO target by 2%. Additionally, fewer than 20% of ELLs passed their Regents exams in all content-areas. To address both of these concerns, the program will focus on developing skills necessary to succeed on the NYSESLAT and Regents exams. Examples of topics covered during these instructional sessions include: Essay Writing, Multiple Choice Strategies, Using Context Clues to Understand Unknown Words, Analyzing Primary Documents and Graphing. Scholastic's Read 180 books and software will also drive language acquisition during these after school and Saturday sessions. In addition, students will receive native language support in each of the four content areas by our certified ESL instructor. Students will be served Monday -Thursday from 3:00pm - 6:00pm. The instructor is a certified ESL teacher. The language of instruction will be English, with native language support when available. Additionally, a Saturday program will be offered for three hours each Saturday for the same purpose. 75 hours are allocated to our certified ESL instructor for the purpose of direct instruction either after school or on Saturday. Teacher per session rates @ \$51.51 per hour for 75 hours each is \$3,863.25 going toward direct instruction of ELLs, which is 68% of the \$5,600 allocated.

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

Part C: Professional Development

- name of provider

Begin description here: The goal of the Title III professional development is to support all teachers in their instruction of ELL students. To this end, monies have been allotted for professional development sessions on the new program, Read 180. Professional development cost amounts to \$600 dollars, a portion of the total cost of the program and 11% of the school's \$5,600 Title III allocation.

In an effort to drive up Regents passing rates and meet our NYSESLAT AMAO, ESL teachers will use the Read 180 program to support and monitor writing development across the content-areas. Read 180 is a research-based program designed to improve reading comprehension in the content areas. Through the program, students will receive individualized feedback and tutoring plans. In addition, it will provide the teacher with a wealth of data on their students' ability. This data will drive the instruction at these tutoring sessions.

The professional development for the Read 180 program includes a full day of classroom observation and direct teacher coaching. This PD is expected to take place on November 5, 2014. This will be given by a certified Scholastic teacher at no expense to Title 3. Support focuses on sharing and modeling effective instructional practices through observations and feedback meetings. This may also include a lesson demonstration by the staff developer. The staff developer will show teachers how to use data to drive instructional practice and increase student's reading performance. In order to support the Title III progvider in delivering direct instruction to students after school and on Saturdays, we have scheduled the following sessions with Scholastic:

November 5, 2014: Classroom Observation - Read 180 - Language Acquisition

December 5, 2014: Demo lesson - Teaching phonics and reading comprehension through Content

January 15, 2015: Using Student Data from Read 180 to Inform Instruction

Participants: Jessica Faugno, ESL Instructor and Title III After school/Saturday Program Teacher and Meredith Phelan, Assistant Principal of ESL

All ESL professional development records will be maintained by the assistant principal to ensure all teachers are in compliance with 7.5 hours of training as per Jose P.

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

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Parents/Guardians are entitled to regular conveyance of information pertaining to their child's progress and placement in the school. The parents/guardians of these students will be informed in English and their native language regarding opportunities afforded to their children and the purpose of these opportunities via direct verbal communication and by letter written in English and the parent/guardian's native language prior to the commencement of the activity. Our parent coordinator, two of our guidance counselors and our school secretary are all native Spanish speakers. They translate necessary materials for our Spanish speaking parents. Additionally, we use DOE translation for our low incident languages. Additional communication will be made before the beginning of the second term to remind the parent/guardians of the program's continuance. Furthermore, these parents/guardians will be provided access to the real-time progress of their children via the online grade book and progress report tool, Skedula. This online program is the ESL teacher's primary form of communication with the parents/guardians of students in the program. The communication will be enhanced with phone calls home as needed to address concerns or to apprise parents/guardians of students' progress or lack thereof. Should the ESL teacher encounter a situation wherein she is presented with a language barrier, she will seek out translations services or a staff member who speaks a student's native language and is a licensed pedagogue. The administration, a community assistant, a parent-coordinator and a staff of three guidance counselors are available to address the needs, questions and concerns of the students' and parents/guardians' native language. Additionally, parent workshops (Common Core and the Implication of ELLs, ESL Rights and Regulations, ESL Assessment Accommodations) will be conducted by a licensed ESL teacher during PTA meetings. These will be offered at different times throughout the day in order to address parents' different schedules. One session will be held 9:00 AM - 10:30 AM. The second session will be held in the evening from 7:00 pm - 8:30 PM to accommodate those parents who work during the day.

Meetings will occur:

Tuesday, September 23, 2014

Tuesday, October 21, 2014

Tuesday, November 18, 2014

Tuesday, December 16, 2014

Tuesday, January 20, 2015

Tuesday, February 10, 2015

Tuesday, March 17, 2015

Tuesday, April 21, 2015

Tuesday, May 19, 2015

Tuesday, June 9, 2014

We will communicate with parents about this meeting, and all meetings, by using the translated phone master telephone system. Additionally, letters will go out in the parent's native language and information regarding the meetings will be emailed through Skedula to all students. Students will also be sent home with a letter to give to their parents in the case that our other attempts at outreach are

Part D: Parental Engagement Activities

unsuccessful. The rationale for these parent meetings, besides being in accordance with CR-Part 154 is to inform parents of their rights as parents of ELL students. Additionally, it seeks to make parents of ELL students feel comfortable coming to school and interacting with their child's teachers and administrators. It also affords them an opportunity to build a network of support with other parents of ELLs. Our parent coordinator is paid \$26.50 per hour to translate for parents at these meetings. For nine, two-hour meetings, the total cost of the translation services is \$530, or 9.5% of allocated \$5,600 of Title III funds.

Part E: Budget

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

Allocation Amount: \$ _____

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

