



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **14K477**

School Name: **SCHOOL FOR LEGAL STUDIES**

Principal: **ROSEMARY VEGA**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The School for Legal Studies School Number (DBN): 14K477
Grades Served: 9-12
School Address: 850 Grand Street, Brooklyn, NY 11211
Phone Number: 718-387-2800 Fax: 718-387-3281
School Contact Person: Angelo Angeles Email Address: aangeles@schools.nyc.gov
Principal: Rosemary Vega, I.A. Principal
UFT Chapter Leader: Ronald Fernando
Parents' Association President: Carmen Sanchez
SLT Chairperson: Cheryl Hanlon Minara
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Margarita Reyes
Student Representative(s): Raymond Sanchez
Jacklyn Adorno

District Information

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

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Brooklyn, New York 11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: _____

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

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rosemary Vega	*Principal or Designee	
Ronald Fernando	*UFT Chapter Leader or Designee	
Carmen Sanchez	*PA/PTA President or Designated Co-President	
Manuel Lara	DC 37 Representative (staff), if applicable	
Margarita Reyes	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jacklyn Adorno	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Raymond Sanchez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Alora Bailey	CBO Representative, if applicable	
Christine Pearson	Member/	
Carla Heckstall	Member/CSA (Assistant Principal)	
Beili Wang	Member/UFT (Teacher)	
	Member/UFT (Teacher)	
	Member/SLT Chairperson	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/ Parent	
	Member/ Parent	
	Member/Parent	
	Member/Parent	
Germaine O'Neal	Member/ Parent	
Simone Vanreil	Member/ Parent	
Mercer Cooper	Member/ Parent	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The School for Legal Studies is a high school located near where Bushwick meets Williamsburg in the heart of north Brooklyn, NY. We have a diverse student population with 41% black, 54% Hispanic, 2% white, and 1% Asian and 2% other, students of which 19% are SWDs, 18% of which are ELLs, and 70% of which are free lunch eligible. Boys makeup 54% while girls make up 46% of the school population. Students enter 9th grade with an average of below level 2 on the NYSED ELA assessment and an average of 2 on the NYSED Mathematics assessment. Our CBOs, Urban Arts (academic achievement through arts), Build On (leadership and community service) and Beacon (academic and social services) to partner with us to meet the needs of all of our students, including SWDs and ELLs. The school is currently designated as a "focus" school, but has received special recognition for our college preparatory courses and iZone 360 involvement. The school has been helmed by Rosemary Vega as Interim Acting Principal for most of 2013-14 to the present.

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

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

Instructional Focus – If our students cite text, craft their own questions, and engage in rigorous academic discussion, then students' work products will reflect high levels of thinking, participation and ownership.

To support the instructional focus the school is sending and has sent teachers to numerous professional development workshops offered by the Brooklyn North Field Support Center, Columbia Teacher's College and the NYCDOE Office of Curriculum, Instruction and Professional Learning such as :

1. Planning Differentiated Instruction for ELLs & SWDs in the content area classroom.
2. Fluency Building to Build Comprehension
3. It's Rigor, Not Rigor Mortis
4. Focus on the Regents without losing critical thinking.
5. Teacher Teams that move Instruction: Strengthening the Instructional Core
6. Six Steps to Specially Designed Instruction
7. High School Mathematics Institute
8. Supporting Struggling Students in Algebra 1

9. Building Vocabulary and Prior Knowledge

...and many more

The school has become an AVID (advancement via individual determination) school which is a college readiness and high expectations model. Through WICOR (writing, inquiry, collaboration, organization and reading) tools implementation will equip students to tackle complex issues, problems, and texts.

The school's needs, as surfaced during our needs analysis, and seen during our Quality Review conducted on March 6, 2015 include the following:

1.2 Pedagogy: To enhance teacher pedagogy to engage students in student centered print rich classroom environments and use instructional strategies that differentiate learning experiences to offer multiple entry points and engage a diversity of learners by addressing their individual learning needs so that they develop academic skills for college and career.

2.2 Assessment: To ensure teacher assessment practices consistently reflect the use of ongoing checks for understanding and students' self-assessment so that teachers can consistently make effective curricular and instructional adjustments to meet students' learning needs.

4.2 Teacher Teams and Leadership Development: To ensure that all teachers are engaged in structured, inquiry-based professional collaborations that promote the achievement of school goals and the implementation of CCLS.

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

1.1 Curriculum: School leaders and faculty ensure that curricula and academic tasks consistently emphasize rigorous habits and are aligned to Common Core Learning Standards and/or content standards, integrate the instructional shifts, and make purposeful decisions to build coherence and promote college and career readiness for all students.

3.4 High Expectations: School leaders and staff consistently communicate expectations that are connected to a path to college and career readiness and offer ongoing feedback to help families understand student progress toward those expectations. Teacher teams and staff establish a culture for learning that consistently communicates high expectations for all students.

14K477 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	611	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	17	# Drama	1
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	82.6%	% Attendance Rate			78.3%
% Free Lunch	83.9%	% Reduced Lunch			4.5%
% Limited English Proficient	13.7%	% Students with Disabilities			16.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			48.7%
% Hispanic or Latino	47.4%	% Asian or Native Hawaiian/Pacific Islander			0.8%
% White	1.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.72	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	2.4%	% Teaching Out of Certification (2013-14)			10.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)			6.95
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	66.8%	Mathematics Performance at levels 3 & 4			39.5%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	69.5%	% of 2nd year students who earned 10+ credits			51.3%
% of 3rd year students who earned 10+ credits	52.9%	4 Year Graduation Rate			54.1%
6 Year Graduation Rate	76.3%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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

Section 5A – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. <p>According to the 2014-2015 Quality Review , the school scored a developing in two categories in the Instructional Core, Teacher Pedagogy and Assessment. In order for the school’s strategies and practices to align with the Effective rating, we will ensure that lesson and unit planning addresses the needs of all students and that collaboration time is used effectively to devise learning activities that challenge and engage all students.</p> <p><u>Strengths:</u> The school has improved in the following areas:</p> <ul style="list-style-type: none"> Steps taken to align the curricula to the Common Core Learning Standards and/or content standards and instructional shift. <p><u>Data:</u> NYSED Assessment Data Analysis Mathematics (Algebra Regents Exam)</p> <p>Algebra Data for June 2014: 38.92% passing rate</p> <p><u>Needs:</u></p>		

Our goal is to be proficient in the area of Regents level Algebra (Mathematics). Improvements to our “Instructional Core

- Teaching practices that consistently provide multiple entry points, supports, and extensions to all students
- Instructional practices that promote high levels of student thinking and participation) will directly impact student success in Algebra and credit accumulation.
- Use of ongoing checks for understanding and student self-assessment

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers instructing Regents Level Algebra course will implement targeted instructional strategies that will result in a 5% increase in the common core Regent exams scoring at or above proficiency as measure the the NYS Board of Regents.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Aligning our instructional focus in order to address Regents Level Algebra (Mathematics) and the development of cognitively engaging tasks by having students discuss, question, debate, discover patterns, decipher and go beyond superficial responses, both independently and collaboratively.</p> <p>Instructional teacher teams met over the summer to create a professional</p>	<p>9th and/or 10th grade students</p>	<p>7/15 – 8/16</p>	<p>Principal, Assistant Principals, AVID site team</p>

<p>development plan around Writing, Inquiry, Collaboration, Organization and Reading strategies (WICOR) that will be shared and implemented across all classrooms.</p> <p>The introduction of AVID (advancement via individual determination) program will be targeted for a select group of the 10th grade cohort in the Fall of 2015 which will reinforce high level cognitive tasks.</p>			
<p>After school and peer tutoring as well as Saturday extended learning academy & summer enrichment programs will be made available to all students including ELLs, SWDs and high need students.</p> <p>All sophomores, Juniors and seniors will be encouraged to take a minimum of one college course during their high school career.</p>	9 th through 12 th cohort	7/15 - 8/16	Principal, Assistant Principal, Mathematics Teachers, Guidance Counselors
<p>AVID parents will be interviewed to gauge their understanding and commitment to the program.</p> <p>Parents will be invited throughout the year for workshops concerning rigorous instruction and the common core.</p>	Parents	6/15 - 8/16	AVID team, Guidance counselor, teachers, Parent Coordinator

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Data from various assessments will be used to guide the instructional focus. Teachers will participate in professional development during common planning time, after school professional development, Brooklyn North Field Support Center sponsored professional development off site workshops in order to learn and implement various strategies so that students academic performance will improve.</p>

Title I Priority Focus will be used for teacher per session so that the teachers can review and analyze data assessment reports in order to identify needs and develop coherent action plans. Title 1 1003a Summer was used to support the summer bridge program for math and technology classes. Title 1 SWP funds will be used to pay for another math teacher to reduce class sizes in math and science. Title 1 Priority Focus and Tax Levy will be used for supporting after school professional development for teachers as well as the AVID program's development and implementation. Title III LEP will be used to support after school tutoring for ELL students.

Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, an increase of 3% will occur in the Algebra school scholarship and Regents.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>According to the NYC DOE School Survey 2014-2015, the following have been identified as needs</p> <p>Strengths:</p> <ul style="list-style-type: none"> The school community consists of collaborative teachers who avail themselves to their students during their preps, lunch periods and after school. <p>* Teachers have high expectations of their students.</p> <ul style="list-style-type: none"> College preparation is made available to all students. 		

Needs:

- All stakeholders need to be privy to the data related to the whole student such as attendance and graduation rate three year trend that reflected a declining rate from 80% to 78% and 69% to 54% respectively according to the school quality guide.
- Professional development for the teachers encompassing the social and emotional development of the child.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5% increase in whole school attendance rate as measured by the school's Annual Attendance Report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>In the fall of 2015, all students will be assigned a teacher mentor.</p> <p>The incoming 9th graders will be assigned a big brother or big sister.</p>	<p>All students</p>	<p>9/15 -8/16</p>	<p>COSA</p> <p>Teachers</p>
<p>High need students will be offered group sessions to address their social and emotional needs through our community based organization (Urban Arts)</p>	<p>ELLs, SWDs and others</p>	<p>9/15 -8/16</p>	<p>Urban Arts -CBO</p>
<p>Outreach to parents through the use of Pupilpath, School</p>	<p>All parents</p>	<p>9/15-8/16</p>	<p>Teachers,</p>

Messenger, Home Visits and Workshops.			Attendance Teacher

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Staff began their start of the school year preparation during the summer. The programmer, guidance counselors and other school staff reported to school prior to its opening.

Educational software (Castle Learning) and telecommunication software (School Messenger) were also purchased to continue communication with parents/guardians.

Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, there will be a whole school increase of 3% from 78% to 81%.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
Strengths		
<ul style="list-style-type: none"> Lesson plan template that all teachers utilize that addresses and aligns the Common core learning standards to the instructional objectives and the tasks. Establish a culture of learning with high expectations. 		
Needs:		
<ul style="list-style-type: none"> Common planning time to ensure that there are coherent instructional practices and strategies organized around lesson plans that address student goals and needs as recommended in the school quality review. Targeted Professional Development to support the school's instructional focus and to build capacity according to the school quality review, 		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Algebra I inquiry team members will collaboratively analyze student performance tasks to improve problem solving skills as measured by a 5% increase in students scoring at or above the passing rate on the Common Core Algebra Regents.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Implement the use of a common core aligned Algebra I curriculum</p>	<p>Teachers</p>	<p>9/15 – 8/15</p>	<p>Teachers, Assistant Principal</p>
<p>Use of technology, small group instruction, Blended Learning and interns from college partnership to support the needs of SWDs, ELLs, and at risk students</p>	<p>High Need Students</p>	<p>9/15 –8/15</p>	<p>Assistant Principals</p>
<p>Invite parents to visit during their children's class time,</p>	<p>Parents</p>	<p>9/15-8/15</p>	<p>Parent Coordinator</p>

Career Day, Students of the Month for Success in Algebra			COSA

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
During common planning times, teachers will meet as teams by cohort and by discipline. Teachers are on a split session schedule to accommodate common planning time and instructional needs and goals. Educational software (Atlas curriculum) was purchased to develop coherent curriculum across the disciplines.											
Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, there will be a 3% increase in the Algebra I class scholarship.											
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Strengths:</p> <ul style="list-style-type: none"> Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources according to the school quality review. <p>Needs:</p> <ul style="list-style-type: none"> To provide Professional Development in order to that will help teachers understand data that will drive instructional decisions to meet students needs according to the school quality review. 		

Part 2 – Annual Goal

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, school leaders will create and implement a professional development plan that builds teachers' capacity to engage students in higher order thinking skills resulting in a 65% of all faculty using WICOR strategies.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>A cohort of 6 teachers, the Principal will attend the AVID 2015 summer institute focused on WICOR (writing, inquiry, collaboration, organization and reading to learn)</p>	<p>Teachers</p>	<p>7/15 -8/16</p>	<p>AVID team</p>
<p>Expanding and developing partnerships with CBOs and colleges, such as Medgar Evers Pipeline Institute, New York City Technical College, Beacon, Urban Arts, Build On, Woodhull Hospital, John Jay College</p>	<p>Teachers, Parents and All students</p>	<p>7/15 - 8/16</p>	<p>Principal, Assistant Principals, Teachers and Guidance Department</p>

Curriculum workshops, Student-Parent Celebrations, Parent Recognition Night, create a parent volunteer and fund raising committee	Parents	7/15 -8/16	Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

AVID site team will provide professional development centered around the AVID WICOR strategies.

Per session and coverages to support professional development sessions during and after school.

Create an instructional coach position to support literacy and critical thinking strategies across the curriculum

Schedule common planning time

Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 35% of the faculty will utilize WICOR strategies in their classrooms.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Strengths:</p> <ul style="list-style-type: none"> Regular communication with students and families that fosters high expectations for student academic achievement. <p>Needs:</p> <ul style="list-style-type: none"> Provide training for parents to support the academic and social and emotional needs of their children for academic success. <ul style="list-style-type: none"> To help parents understand and analyze their children progress through report cards, transcripts and other data tools towards meeting graduation and promotional requirements 		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will have developed a more collaborative partnership with Strong Families- Community Ties, as measured by a 5% increase in parents positive responses on the NYC School Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Families will be given the opportunity to attend school events that celebrate the students’ academic achievement such as ‘student of the month’, Honor roll breakfast, Open house, pep rallies,</p>	<p>Families</p>	<p>9/15 – 8/16</p>	<p>Parent Coordinator COSA IST</p>

Monthly school newsletter and postings will be in English and Spanish. Multi-cultural Celebrations will be held to recognize and celebrate students' diverse backgrounds., Academic performance and other groups in the school community.	Families	9/15 – 8/16	Parent Coordinator Urban Arts Build On
Invite parents to volunteer during school trips and events.	Families	9/15 -8/16	Assistant Principal Supervision, Parent Coordinator, Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Regular parents' meeting (celebrations, meetings, school events) will be held. Refreshments will be served in most of these school events, if not all. Teacher-student collaborative climate team. Classroom Heritage/cultural celebrations will also be in place (Hispanic Heritage Month, Black History Month, Women's History, etc).											
Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there will be a 5% increase in the number of parents attending celebrations, workshops and PTA meetings.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

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

		Program/Curriculum, item analysis of mock Regents and student self-assessment		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Transcripts, teacher referral	Academic consultation with counselor, counselling sessions	One on one	Counselling sessions

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 section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Participation in the citywide recruitment fairs, evaluation of educational background and training, providing various professional development opportunities.
Partnership with teacher training colleges.
Review BEDS data information to identify teacher status in order that all teachers may receive training to become highly qualified.
Provide teachers with leadership roles to develop their leadership capabilities.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none">• NYCDOE ADVANCE and Principal Mentor Coaches• Intervisitation within the school• Outside professional development opportunities

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, 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.

MOSL committee, AVID site team and teacher teams meet and review various assessments to make collaborative data driven decisions to drive instruction. Teachers review professional development options and request to attend specific workshops to learn and implement instructional strategies while others may be assigned based on observations and the needs of their student population.

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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	483,495.00	X	5A,5B,5C,5D,5E
Title I School Improvement 1003(a)	Federal	16,979.00	X	5A,5B
Title I Priority and Focus School Improvement Funds	Federal	122,999	X	5A,5B,5C,5D,5E

Title II, Part A	Federal	0		
Title III, Part A	Federal	12,128.00	X	5A,5E
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,232,239.00	X	5A,5B,5C,5D,5E

¹Explanation/Background:

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

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

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

- 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):** To 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:** To 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 an 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 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

-
-

After School Program

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

The schedule of the program is the following:

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

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

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

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

-

Part C: Professional Development

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

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

Begin description here: _

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

2. Teachers to receive training

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

3. Schedule

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

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

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

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

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

Topic : "Surfing the Web" by Roselle Candidato

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

Topic : "Social Networking" by Christopher O'neal

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

Topic : "Cyberbullying" by Urban Arts

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

Topic : " Raising a Teenager" by Urban Arts

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

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

3. These activities will be posted on our school website. The parents will also be notified of the schedule

Part D: Parental Engagement Activities

of workshops through regular mail and phone messenger. The parent coordinator will also conduct an outreach to the parents to invite them to attend these activities.

Part E: Budget

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

Allocation Amount: \$12476

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 14	Borough Brooklyn	School Number 477
School Name The School for Legal Studies		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Rosemary Vega	Assistant Principal Carla Heckstall
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Ted Rybkiewicz	School Counselor Ileen Ramirez
Teacher/Subject Area Javier Reyes	Parent
Teacher/Subject Area	Parent Coordinator Rafael Rodriguez
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent Karen Watts	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	542	Total number of ELLs	102	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	102	Newcomers (ELLs receiving service 0-3 years)	31	ELL Students with Disabilities	10
SIFE	36	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	6

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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	31	30	1	9	5	4	6	1	5	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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										28	22	30	18	0
Chinese										0	0	0	1	0
Russian										0	0	0	0	0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French													2	0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Haitian Cr													1	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSES LAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										13	9	8	8	0
Emerging (Low Intermediate)										3	5	4	7	0
Transitioning (High Intermediate)										3	7	12	4	0
Expanding (Advanced)										5	1	6	3	0
Commanding (Proficient)										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSES LAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSES LAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	32		24	
Integrated Algebra/CC Algebra		51		25
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math <u>ALGI CC</u>		23		1
Chemistry		2		1
Earth Science				
Living Environment		49		14
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography		53		3
Geography				
US History and Government		25		18
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
All new admit ELLs are assessed using the NYSITELL within ten days of their enrollment. At the beginning of the year, students complete a diagnostic assessment to determine reading skills. All ELLs also complete writing samples to determine writing skills. Based on data garnered from these assessments, Common Core-aligned instruction is designed to challenge students and ensure growth. We assess students constantly throughout the year by reviewing their performance on Common Core-aligned tasks in all four modalities -- reading (comprehension assessment), writing (essay assignment, follow up writing activity), speaking (discussion techniques), and listening (AVID). This ongoing assessment process allows us to target specific needs of varying groups of ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Students move through proficiency levels according to standard language acquisition patterns. Unfortunately, during the summer months when they do not go to school and stay in their communities, students' English language skills tend to deteriorate. In general, though, the data reveal the students' levels in the four modalities stated above. In addition, students' proficiency levels in speaking and listening are higher than in reading and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
In general, students are grouped according to NYSESLAT proficiency level. Students are placed in classes in which we can target their specific needs. We review NYSESLAT data carefully, particularly by comparing scores from the past two years, to determine which modalities students need the most help with. While all of our classes have a focus on literacy, some classes may target communicative skills as well, based on the needs of students.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

- a. There is little correlation between NYSESLAT proficiency level and grade level. Most newcomer ELLs are admitted as ninth grader, there is a large number of beginning-level ninth-grade students. Beyond this group, however, proficiency groups vary. Analysis of Regents exam scores shows that all of our ELLs take the exams in their native language whenever available (Mathematics, Science and Social Studies).
 - b. We analyze data from the teacher-created Periodic Assessment by hand-scoring the tests and analyzing which specific questions posed the most difficulty to students in different language groups and levels.
 - c. The school learns the progress of students by looking at the results of the assessments. We work with the English teachers to focus more on the modalities that the students need most help in.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).
[Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
N/A
 6. How do you make sure that a student's new language development is considered in instructional decisions?
We engage with content-area teachers on a regular basis to aid in understanding the link between language development and growth in content-area classes. We offer content-area teachers a variety of strategies that they can use to ensure that lower language skills do not interfere with content-area achievement. Some examples of strategies include reserving the third period of the ESL block everyday for content area instruction, Examples are the following: charting and finding root words for science; classifying language according to mathematical operation; and explicit vocabulary acquisition strategies. In addition, content-area teachers use native language whenever possible, by translating vocabulary and assessments. Students who have tested proficient may remain in ESL for an additional transitional year (as advised by guidance counselors), and have access to ELL-targeted tutoring for mainstream English classes.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
 N/A
 8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
In the classroom, we look at each student's attendance and punctuality. We also look at each student's portfolio and evaluate the work done throughout the year. We also look at credit accumulation, if each student acquired at least ten credits per school year, which includes the ESL class. Finally, we look at the Regents scores to determine if ELLs are on track for graduation, and to determine if any extra tutoring or scaffolding is needed.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
We give all parents of newly admitted students the Home Language Identification Survey, which is administered with the assistance of a pedagogue or our bilingual parent coordinator. In addition, we informally assess students by conducting a brief interview (in native language whenever possible) to learn about the student's background and interests, both academic and non-academic. Teachers observe the students in their first weeks of school, and read their work carefully to gain specific understanding of the student's academic skills. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Students are first assessed with the NYSITELL within the first ten days of enrollment. The plan is to give them a SIFE Survey that was created in school. Some questions asked in the survey are: (1) What grade did you finish in your country?, (2) Was there some time that you stopped studying and started again?, and (3) If yes, how long were you out of school?
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
The Language Proficiency Team (LPT) is composed of the following members:
 - a. Guidance Counselor
 - b. Special Education Teacher

- c. ELL Coordinator
- d. Reading Specialist
- e. Other Content Area Teacher

The plan is that the team would review the student's language development and determine if the student should take the NYSITELL or not. If it decides in favor, the student will proceed with the usual ELL intake procedures (see above). Otherwise, the recommendation would be passed on to the principal for review. The principal would determine if the student should or should not take the NYSITELL and would forward her decision to the superintendent. Parents would be informed of this decision that is pending superintendent review. The superintendent would review the case and determine whether or not the student should take the NYSITELL. If the superintendent decides that the NYSITELL must be administered, the student would proceed with the usual ELL intake procedures. Otherwise, the ELL identification process is terminated.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
 The first point of contact in the school for parents is the Parent Coordinator, Mr Rafael Rodriguez. Parents are informed of the programs we offer. They are also given brochures to enrich their understanding of the school.
 Timeline of Events:
 1. New Admit and Guardian attend informal interview. They fill out HLIS and conduct an educational background interview.
 2. If the student is found to be eligible for ELL services according to the HLIS, the student will be tested within 10 days (NYSITELL). This testing and school acclimation is conducted by the ESL teacher (usually takes place before the tenth school day of the student)
 3. If the student tests below proficient, he or she is placed in an ESL class consistent with their score. Parents are contacted by phone or mail to arrange an orientation time. If parents are not available, information on program choice and selection forms are sent by mail.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
 All forms are collected and placed in a data binder that include:
 - notes from intake interviews
 - LAB-R and Spanish LAB test hand scores (if applicable)
 - LAB-R Writing Sample and Speaking notes (if applicable)
 - parent surveys
 - orientation notes
 - Periodic Assessment and NYSESLAT data is also added to this data binder each time the student is tested (if applicable)
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
 All Parent Survey and Program Selection Forms would be kept in the students' cumulative folder.
9. Describe how your school ensures that placement parent notification letters are distributed.
 Placement Letters would be given to parents either in person, sent home through the student, or sent by mail.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
 The Home Language Identification Survey (HLIS) is put in the student's cumulative folder. The ELL coordinator would keep a spreadsheet that indicates which parents have and have not received the letters.
11. 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.
 Before the NYSESLAT is administered, the ELL Coordinator would write, translate and distribute an explanation of the test for parents, including the testing schedule. Class time is used for targeted NYSESLAT preparation. A week or two is used to familiarize students with the specific types of questions they would encounter on the Exam. Students that are NYSESLAT tested are determined by the RLAT report on ATS; all students listed are tested. The speaking section would be administered individually by the ESL teacher over the course of several weeks. The Listening, Reading and Writing sections each have their own designated administration days. For students who are absent, the ESL teacher would administer make-up days following the NYSESLAT. Students may make up the test at any time until the end of the testing window.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

When the NYSESLAT results are released, the ELL coordinator would consolidate the data and would create a mail merge document to inform parents and students about how their children did in the test. Letters would be mailed home.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The program choices made on the Parent Survey and Program Selection form show that parents generally choose the ESL program that is already available at our school. Majority of the parents choose the existing freestanding ESL program for their children. The rest of the parents of children new to the New York public school system opt for a bilingual program after they have been informed that this program does not exist at the School for Legal Studies. They then transfer their children in schools where the programs they choose exist. In the past two years, 0% of parents have opted for dual language instruction. With these trends in mind, the ELL program at the School for Legal Studies will continue to take the form of freestanding ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

All ESL instruction is delivered in free-standing, departmentalized ESL classes, taught by fully certified ESL teachers.

 - b. b. ESL groups are ungraded and primarily homogenous by proficiency level. Due to our large number of Beginner level students and their broad range of ability, we have divided them into low and high beginner. Low and high beginner classes are grouped together for three periods per day, in which they work with both ESL teachers. Intermediate students receive two periods of ESL per day, and Advanced students receive one period.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 - a. The School for Legal Studies has 46-minute period classes. Beginner ELLs are programmed to take 3 periods of ENL every day, which totals to 690 minutes per week (mandated is 540); intermediate take 2 periods which totals to 460 minutes per week (mandated is 360); and advanced take at least 1 period which totals to 230 minutes per week (mandated is 180).
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Our ELLs take math, science, and history course work with mainstream teachers. Although they may not have ESL licenses, these teachers learn about ELL strategies through our ESL teachers every day. Strategies already in place include picture support, dictionaries and glossaries, word walls, modified language (oral and written), translated documents and assignments, and differentiated assignments. A modified content library, along with native language resources, is available in the ESL classroom.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Throughout the year, students periodically complete writing assignments in native language, after which the assignments are read and evaluated by staff member who speak the same language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Every lesson addresses all four modalities on a daily basis. Throughout each week, ESL teachers conduct formal and informal assessments of all four modalities.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE

- b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- a. There is urgency to provide academic intervention services for SIFE students. We will take the following steps with these students:
- Making an individualized student needs assessment
 - Grade appropriate instructional support materials
 - Differentiation of instruction in all areas
- b. When a new student is registered in our school, we provide the following resources to facilitate the transition:
- An informal student orientation
 - Buddy system identifying a similar student in his/her class that will assist during the day
 - Encourage student to participate in After School activities.
 - Home-school communication.
 - Content-area glossaries are provided
- c. For those students receiving 4-6 years of service, we use the following procedures and resources to support our aim of having students reach proficiency on the NYSELAT during this time period and before becoming long-term ELLs:
- All students are encouraged to attend After School programs and tutoring before school.
 - There is focus of vocabulary acquisition, and students are taught and assessed on a minimum of ten academic/SAT vocabulary words a week. This vocabulary is always taught within the context of the curriculum.
 - There is also a strong focus on writing, in which ELLs in this subgroup receive the lowest scores on the NYSELAT. Students compose and publish a minimum of three portfolio items per marking period, including poetry, narrative memoir, research, and essays. Homework assignments are primarily journal entries.
- d. An analysis of long-term ELL scores on the NYSELAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
 - Ensuring that all ESL curriculum is literacy-based, with high-interest content
- e. For the past two years we have had 0% of our ELL students reach proficiency on the NYSELAT. For students who do test proficient, 1-2 years of transitional support are available in the form of continuing in ESL.
- All prior ELLs continue to receive testing accommodations for two years following their exit from the ESL program. These accommodations were outlined in a letter from the superintendent in September 2008 and include the following:
- Time extension (time and a half)
 - Separate location (ELLs and Former ELLs are generally tested together)
 - Third reading of the Listening Selection on the English Regents Exam.
 - Bilingual glossaries are provided for use during state tests
 - Simultaneous use of English and Alternate Language Editions of state exams is approved for use by ELLs and Former ELLs
 - For lower-incidence languages, we use school faculty or a hired translator to give students an oral translation of state tests.
 - When taking a state test in with a native language translation, students are allowed to write their responses in their native language as well.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- All curriculum is created or adapted on-site by ESL teachers and reflects academic/graduation needs of students. For example, literacy instruction always includes subject-area content, with a primary focus on social studies or science. Most of the materials used are non-fiction/informational, and include journalism, memoir, documentary and primary sources. These are supplemented with non-informational sources such as poetry, fiction, and artwork. Listening and note-taking skills are a daily part of the curriculum to promote college readiness. Students often listen to brief excerpts from college-level lectures and take scaffolded notes. Students must communicate for information on a daily basis, through collaborative or cooperative learning activities. Students further develop all four modalities by engaging in public speaking activities, writing and delivering speeches to their classmates. Strategies are constantly evolving based upon a highly diverse student population which changes dramatically from year to year.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

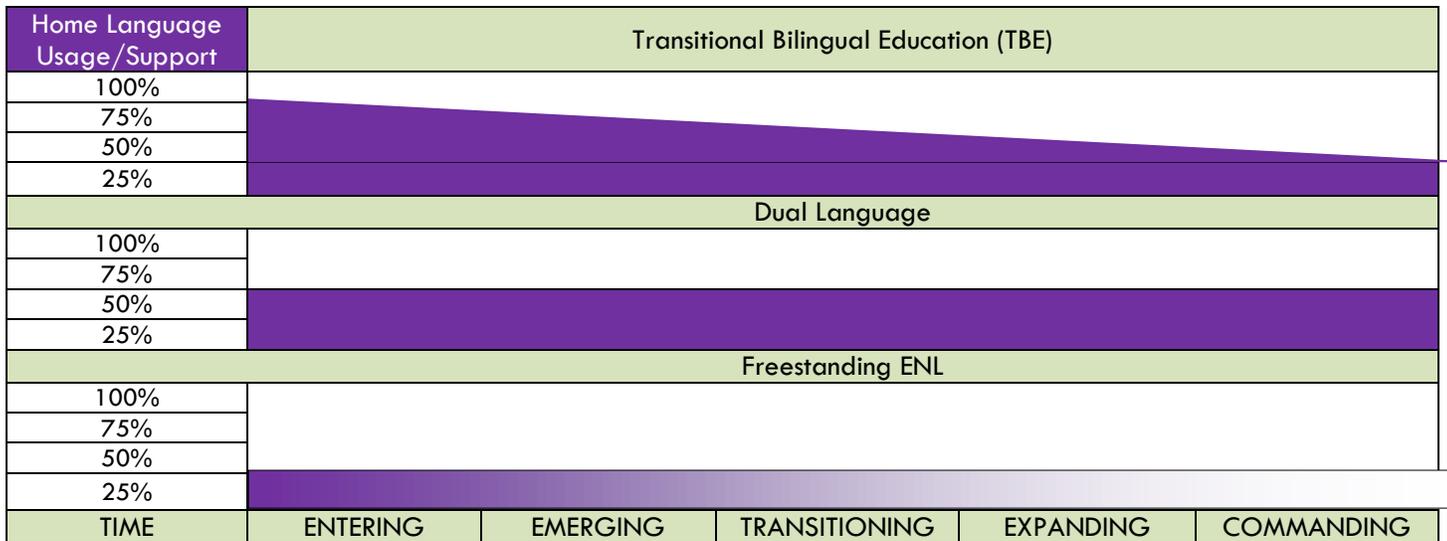


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. We have several structures in place and available to ELLs as targeted intervention. Each ELL student participates in one or more of the following, depending on their needs:
- Beginning level ELL students may participate in a student tutoring program with bilingual students who have tested out of ELL services.
 - Title III monies will be spent on extracurricular instruction for ELLs, including Regents preparation and language development through the arts.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Students are integrated into the school culture and curriculum is catered to their specific content needs. This is accomplished due to the annual review and revision of curriculum based upon teacher observations and relevant assessment data. This also ensures that students that remain in the program all four years are exposed to a variety of content and language instruction and a well-rounded knowledge of English. Each unit builds on the units from the year before and promotes college readiness.
12. What new programs or improvements will be considered for the upcoming school year? We are in the process of developing several units of study that integrate content and language acquisition. This will be supplemented by Title III-funded programs that include after school English Regents program for ELLs.
13. What programs/services for ELLs will be discontinued and why? Existing programs and services will be modified, but none will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. All ESL students are afforded equal access to school programs. This is accomplished by daily announcements in the ESL classroom, which are translated when necessary. The parent coordinator is bilingual so parent outreach is easily done.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary. All ELLs will use the following instructional materials, except when specified: Teacher-designed curriculum and content.
- Teacher-generated worksheets and projects
 - Teacher-selected film/music/images to support student contextualization
 - multiple sources to build schema on unit topics, including film clips, artwork, music, and poetry
 - Supportive websites such as www.jmap.org (Math)
 - utilization of Google Drive
 - Multi-genre classroom library of both informational texts and fiction
 - Bilingual content-area glossaries
 - Practice tests for Regents preparation
- On a case-by-case basis, content area teachers and our ESL instructors provide materials specific to students' ages and grade levels. We are in the process of compiling a resource library with multi-level resources for all topics within our content area classes' scope and sequence.
16. How is home language support delivered in each program model (DL, TBE, and ENL)? Bilingual dictionaries and word-to-word glossaries are available for all languages present in the ESL classroom. Cognates are explicitly taught to students speaking Latinate languages. Often the ESL teacher pauses at an important vocabulary word and has higher level students translate into all of the languages present in the room. Online videos showing math lessons are made available to students in English, and are also available in Spanish on www.jmap.org. When possible, we include native language support for ELLs in content-area classrooms as well. Each student is provided with a native-language word-to-word glossary for their content area classes if it is beneficial to the student. If ELLs travel with a bilingual dictionary for all of their classes
- Teachers are instructed to use translation software and images for important terms within their curriculum.
 - All math lessons are available to students in English or Spanish using the Pearson website.
 - Student and teacher translators are available for Spanish and Arabic, our primary two language groups.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. All support materials are chosen to be grade and age appropriate. While our ESL classrooms support English language development, all instruction is presented within the parameters of a high school curriculum.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator). ELLs who enroll throughout the school year receive a variety of support to help them acclimate to their new school:
- the use of a native language buddy/tutor

- a school tour is conducted by a native language peer
- reading materials are provided in native language

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

ESL teachers meet with content-area teachers during prep and/or commonplanning time. These regular meetings compose the majority of teacher professional development in teaching English Language Learners. They can also participate in one of the trainings offered by the New York City Department of Education.

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

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

During these meetings, curriculum and resources are discussed. Our ESL teacher provides additional resources for ELLs. A variety of suggestions of ESL modifications are made to content area teachers that are appropriate for the curriculum. Teachers often discuss specific concerns they having with ELL students in their classrooms. Professional development will be provided by school staff and organizations and trainers in workshops coordinated the New York City Department of English Language Learners.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

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

All pertinent information from these trainings are presented at faculty or department meetings.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
The parents of our ELL students are involved with and supportive of their children's education. They are readily available by phone, and are easily contacted by the parent coordinator and the guidance counselor, who are both bilingual. Many of them, however, are not available to participate in school events due to work constraints.
All parents are invited to participate in the Parent Teacher Association. They are also invited to outings on weeknights or weekends (performances, etc). Parents have an open invitation to attend any fieldtrip the ESL class takes during the school day.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
N/A
5. How do you evaluate the needs of the parents?
The parent coordinator and the guidance counselor are both proactive in reaching out to parents of ELLs throughout the year, with bilingual support when needed, through phone, school messenger, and mail surveys that canvass the community. One of the leaders of the school's Parent Association is a Latino, who focuses on outreach to members of the Hispanic community.
6. How do your parental involvement activities address the needs of the parents?
Our parents struggle with helping their children with their homework. Parents are kept abreast of school activities by phone contact or letters from the ESL teachers and guidance counselors.

D. Additional Information

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

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosemary Vega	Principal		1/1/01
Carla Heckstall	Assistant Principal		1/1/01
Rafael Rodriguez	Parent Coordinator		1/1/01
Ted Rybkiewicz	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Javier Reyes	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ileen Ramirez	School Counselor		1/1/01
Karen Watts	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 14K477

School Name: The School for Legal Studies

Superintendent: Karen Watts

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Upon enlisting their children, the parents of ENL students are asked to complete the Home language Identification Survey (HLIS). They also complete the Emergency Contact Cards (blue cards). These steps are done to identify their language preference.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, English, Haitian-Creole

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Invitations to events (Parent-Teacher Conferences, PTA meetings, School leadership Team meetings, workshops) via School Messenger, school option letters, backpack messages (ex: cellphone policy), NY State testing dates, bulletins (townhall, DOE parent workshops)

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent-Teacher Conferences (4 times a year), Curriculum Night (once a year), meeting with guidance counselors (as necessary), School Leadership Team meetings (once a month)

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Translation services are provided by in-house staff (Parent Coordinator, Guidance Counselor, Attendance Paraprofessionals, Ed Paraprofessionals, Teachers)

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Translation services are provided by in-house staff (Parent Coordinator, Guidance Counselor, Attendance Paraprofessionals, Ed Paraprofessionals, Teachers)

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The guidance staff will present this information during a faculty conference.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The translated versions of the first two documents are posted on the bulletin board for parents to see as they go the Main Office of the school. The last two documents are with the security desk at the main lobby.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent-Teacher Conferences, Parent surveys, Parent Coordinator outreach and guidance counselors