

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

13K483

School Name:

THE URBAN ASSEMBLY SCHOOL FOR LAW AND JUSTICE

Principal:

SUZETTE DYER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Urban Assembly School for Law and Justice School Number (DBN): 13K483
Grades Served: 9 - 12
School Address: 283 Adams Street, Brooklyn, NY 11201
Phone Number: 718-858-1160 Fax: 718-858-4733
School Contact Person: Merilee Valentino Email Address: mvalentino@sljhs.org
Principal: Suzette Dyer
UFT Chapter Leader: Sarah Finucane
Parents' Association President: Monet Nicolas
SLT Chairperson: Merilee Valentino
Title I Parent Representative (or Parent Advisory Council Chairperson): Ms. Cheryl Davis
Student Representative(s): Loren Cofield
Justin Chan

District Information

District: Affinity Group Superintendent: Fred Walsh
333 7th Avenue - 7th Floor
Superintendent's Office Address: NY, NY 10001
Superintendent's Email Address: FWalsh@schools.nyc.gov
Phone Number: (212) 356-3754 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Affinity Group Director: Mariano Guzman
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201
Director's Email Address: Mguzman16@schools.nyc.gov
Phone Number: 212-374-0876 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 Comprehensive Educational Plan (CEP) 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)
Suzette Dyer	*Principal or Designee	
Sarah Finucane	*UFT Chapter Leader or Designee	
Monet Nicolas	*PA/PTA President or Designated Co-President	
Marvin Harris	DC 37 Representative (staff), if applicable	
Cheryl Davis	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Laren Cofield	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Justin Chan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Merilee Valentino	Member/ Assistant Principal/SLT Chair	
Megan Rose	Member/ Teacher	
Ms. Smith Harding	Member/ Parent	
Ms. Patricia Dolly	Member/ Parent	
Mr. Stuart Rose	Member/ Parent	
Chemene Smith Harding	Member/ Student	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ricky Young	Member/ Teacher	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. 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 Urban Assembly School for Law & Justice (SLJ) believes that the success of each student is a community responsibility. Staff, families and partners work together to challenge and support students with a curriculum that respects their right to learn at high levels and with enrichment services that every student deserves. SLJ delivers personal attention in an empowering environment that fosters intellectual independence and civic engagement. Equipped with an understanding of law and social justice, SLJ's students, most of whom come from the city's historically least served communities, graduate ready to succeed in college and effect change in society.

Based on the idea that law is a captivating lens for learning, and that the skills necessary to a legal professional are universal, we offer a rigorous academic program that engages students through issues of law and social justice. Teachers plan collaboratively so that what students learn in one class is strongly reinforced by instruction in other classes. Work is project-based, challenging, and heavily infused with reading and writing. Evaluation methods are transparent so that students can track their own progress. We continue to offer a rigorous set of courses for our students ranging from Constitutional Law to Environmental Science to a college level course called Research Writing. We also spent quite a bit of time customizing our curriculum this year for all learners, continually returning to our curriculum maps and lesson plans to find even greater and more authentic points of access to the curriculum for students. Where we see this working well is in our ability to present students who need an extra challenge an increased level or rigor (note the increase of 75+on Regents exams and improved AP scores), but where we still need to work on developing strong practice is with our IEP (individual education plan) population of students.

Because we are a small school, every student is known and this enables our community to build strong bonds of Trust across classrooms and teachers and students and parents. Teachers are aware of every student's strengths and needs. Our belief in the importance of interpersonal relationships between students and staff is exemplified in our nationally recognized Advisory program, through which every teacher is a faculty advocate for 15 to 18 students and is the liaison to those students' parents, guardians, and families. Additionally all teachers participate in Kid Talk, a weekly discussion in which two or three struggling students are discussed candidly and in depth so that the entire staff can intervene to give them the help they need. The Kid Talk process often involves the student as well as family and other community members.

At SLJ, we believe that school is not a rehearsal for life, it is life. Students need to understand the relevance of what they are learning—either because they see its value in their own lives, its utility in the professional world or, more abstractly, because they realize it is part of the process of "becoming successful". We have developed a number of community and corporate partnerships through which our students interact with the professional world and become aware of those vital connections. Our partners include the Urban Assembly, Cravath, Swaine & Moore LLP, Brooklyn Law School , the Red Hook Community Justice Center , the U.S. District Court, the U.S. Attorney, and the Vera Institute of Justice.

13K483 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	447	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	7	# Integrated Collaborative Teaching	21
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	4	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	62.0%	% Attendance Rate			91.5%
% Free Lunch	65.0%	% Reduced Lunch			11.4%
% Limited English Proficient	1.1%	% Students with Disabilities			14.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			77.1%
% Hispanic or Latino	17.8%	% Asian or Native Hawaiian/Pacific Islander			1.1%
% White	1.1%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.32	# 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)	N/A	% Teaching Out of Certification (2013-14)			38.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)			3.52
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	91.0%	Mathematics Performance at levels 3 & 4			71.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	94.6%	% of 2nd year students who earned 10+ credits			88.7%
% of 3rd year students who earned 10+ credits	88.3%	4 Year Graduation Rate			87.9%
6 Year Graduation Rate	96.1%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	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	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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Greatest Accomplishments

Law and Justice has been successful in establishing high expectations for all students and in developing a mindset that all students can see themselves as college bound while working towards high school graduation. This is reflected in the established systems of communication between grade team structures and in the academic departments. In addition, the school has established an advisory system that disseminates expectations to both students and parents on a consistent basis. Through the development of grade-level, department, and advisory systems, teachers have been able to collaborate upon and execute curriculum that fosters success. Students can visualize and obtain success through the critical thinking and academic skills utilized in the themes of law and justice. Also, through the development of “Kid Talk,” (a weekly meeting in which grade teams identify students in need and strategize about interventions) grade teams have been able to continually identify and support students requiring additional intervention services.

Our academic evaluation has historically blended in-house assessments with those mandated by the city and state as system-wide measures of student performance. Over the past year, we have continued to fine tune and implement a variety of interim assessments, e.g. the Degrees of Reading Power (DRP) and Mock Regents Exams as well as the Regents Predictive in order to track student progress and to use results to revise curriculum as needed and make adjustments for varying types of learners or areas of academic deficiencies. Our Department and Grade Teams are then able to review the data and make adjustments to curriculum and to confer with students regarding their progress and goal set.

We have decided to add a fourth AP course to our Curriculum Scope and Sequence both as a result of the success we are having with our students who are enrolled in our current AP course load but also for two other reasons: In the past two years, we have seen a significant number of students enrolling at SLJ who have already passed one major Science Regents course (usually Living Environment, but sometimes Earth Science) upon entry. The data indicates that the majority of these students are also high achievers in their Freshman and Sophomore courses at SLJ, so we see a need to offer a more rigorous course to this group of students. We’ve also found that our students in AP classes in grade 12 have been more successful in their courses since we created the AP Boot camp and aligned “AP Skills” across the AP content area courses. It seem reasonable for us to believe that if we are able to offer an AP course in the younger grades and embed these AP Skills in that course, then these students will have an even stronger foundation for success in this AP course as well as subsequent courses. We will not use this course to track into the Senior Year AP courses, but we will use it to support a population of students who we believe can be successful in AP courses earlier in their high school career.

At SLJ, we believe that part of rigorous instructional environment is a shared belief in academic goals. One of our most important academic goals is that all students graduate from our high school with a strong post-secondary plan that will ensure a path to 21st Century success for each graduate. To show how we’re meeting that goal, here’s a bit of data:

- 100% of the 95 students we served as seniors applied to college, all of whom were accepted.
- 14% of our 90 graduates will be enrolling in a two-year program, while 86% of graduates were admitted and will be enrolling in four-year colleges.
- For the Class of 2015, 79% of graduates are enrolling in a support program, including ASAP; ACCES-VR; College Discovery, SEEK, EOP, or HEOP, CUNY Start; or a school-specific program (such as Syracuse’s SSS program); and/or a support program through an outside organization such as Bottom Line’s Success Program.
- For our students attending CUNY, the average scholarship & grant amount is \$7,138. Only one CUNY student will be taking out a loan, as her family has decided to have her dorm at CSI. For students attending CUNY, the average Actual Family Contribution to direct and indirect costs for the first year is \$4,468.
- For our students attending SUNY or private colleges, the average scholarship & grant amount is \$28,533, and the average loan amount is \$4,149. For students attending SUNY or private colleges, the average Actual Family Contribution for the first year is \$4,605. Please see Appendix L for more detail about financial aid and special programs.

The priority need in the area of Rigorous Instruction is our ability to create the right kind of scaffolding for all types of learners. Our school’s IEP population has grown a little each passing year. Our school started with an IEP population of 2%. We are not at 16%, and our work to create differentiated, common core units and assessments that allows access to all of these learners continues.

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

By June 2016, building off of last year’s work, over the course of the 2015-2016 school year, departments – English, Math, Science, Social Studies – will work to refine and improve their Common Core aligned assessments as well as scaffolds and entry points for those assessments for every unit.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Weekly Department Meetings	All teachers	9/15-5/16	Department Leaders
Instructional Coaching offered to new and struggling teachers	Developing and Ineffective teachers	9/15-5/16	Instructional Coaches
Weekly common planning time for all teachers where there is a focus on providing more access to Common Core Rigor	All teachers	9/15-5/16	Principal/AP
Professional Development in UbD and All Minds Matter for all teachers with Dr. Bondie	ICT Pairs	10/15-3/16	LEAP Intern

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.											
<p>We will create common planning time in every teacher’s program so that s/he can meet with co teachers as well as department members multiple times a week to plan and refine units. All teachers will be given the Circular 6 duty of CPT only. Department leaders will meet weekly to plan common agendas and to identify best practices – intervisitations, etc.</p> <ul style="list-style-type: none"> • 2 Instructional coaches support improving teacher practice • 15 Per diem days to hire substitutes who will cover classes so that classroom teacher can engage in scheduled intervisitations and visits to a model school • Curricular materials (student texts and documents) to supplement our curriculum • 350 hours of per session for planning, curriculum development, data analysis, etc. • Materials for parent workshops. 											
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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

Teachers will increase their time working in partnerships to develop lessons from 1/2 of their prep periods weekly to one each day.

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The advisory system at Law and Justice will be an aid to the development of school tone and culture. During this period of time, students can develop closer relationships with peers and their advisor to support emotional and social needs as well as receiving academic guidance. The advisor is the school's liaison to the student's family and the student's most strident advocate. That advocacy takes the form of communicating with other teachers concerning issues that may impact academic performance, keeping track of their graduation and college readiness, and providing a safe space for them in the school building. Also, advisory groups participate in significant academic and non-academic enrichment activities.

Academic and behavioral interventions with students are often guided by regular examinations of data we mandate to individual staff members in their job descriptions or to staff teams who convene virtually or in-person through standing meetings that are embedded in the calendar. Staff have fine-tuned their use of behavioral progress monitoring in a Values Tracking Spreadsheet that is updated daily based on students’ progress towards our community’s goals of 100% Professionalism (Timeliness, Dress Code, Appropriate Classroom Behaviors) and Positive Culture Building (Positive Interactions with Peers, Positive Interactions with Adults, Positive Interactions with Outside Community Members) and we created an incentives program designed to praise and reward those student who make good choices most of the time.

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

By June 2016, the staff will enhance its ability to serve as effective advisors in order to continue to develop a positive and supportive school-wide culture conducive to academic achievement by participating in professional development in order to produce a 5% decrease in the number of classroom removals and suspensions from the previous school year.

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 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?</p>
<p>Grade teams will conduct bi-weekly meetings on specific students (kid talk) and advisory lesson development throughout the year</p>	<p>Lowest third, AIS needed, and students with IEPS</p>	<p>10/15-5/16</p>	<p>Principal and grade team leaders</p>
<p>Instructional coaches and master advisors will run a series of 6 workshops aimed at developing strong advisors beginning in October and ending in March</p>	<p>Advisors</p>	<p>9/15-5/16</p>	<p>Kristin Ferrales Tracy Tran</p>

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>Grade team meetings will allow for bi weekly professional development aimed at supporting advisors</p> <p>Full faculty will choose one of 6 texts to read about students’ social / emotional development in book clubs</p> <p>After school workshops for new advisors – teachers will be paid per session</p> <p>Conduct parent workshops with topics that include emotional supports that are needed to improve the performance of students</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
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We will track the students identified for Kid Talk and at 6 week intervals, check in on their progress, re-diagnose needs, and aim to support students throughout the year. We will use grade data as well as anecdotal data from Skedula. We will look at number of classroom removals and OORs reports.

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The School for Law and Justice continues to develop its Collaborative Team Teaching model to meet the needs of Students with Disabilities as well as implement a transitions program to support those students in their efforts to establish a successful career path through college or job training programs . The school currently employs five Special Education teachers who have been working with the academic departments to differentiate scope and sequence along with daily lesson plans. The school values differentiation and individualized learning targets for each student and this process can be seen in all classrooms. There has been an identified need to develop the curriculum of every class at Law and Justice to offer the depth of instruction that meets the needs of a mixed-ability classroom. The presence of the ICT model at the school has created an opportunity for a greater discourse among all staff to focus on differentiation of classroom activities, project-based learning, and assessments. This will support the school and its students as the percentage of Special Education students has increased since its inception in 2004.

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

By June 2016, in order to better serve our IEP students in the Least Restrictive environment, we will increase the effectiveness of ICT teams in the classroom as measured by team-teaching pairs participating in a series of professional developments and through intervisitations of their classrooms in order to produce a 5% increase in the passing rate of students in ICT classes.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
ICT teams will participate in a series of professional development sessions aligned with the 6 types of effective team work for ICT classrooms	ICT Pairs, students with IEPS	9/15-6/16	Principal, AP, Department Leaders
SLJ will establish and develop two model ICT partnerships that work directly with the network achievement coach each week to develop best practices	Students with IEPS	9/15-6/16	Principal, AP< Department Leaders
During meetings, ICT teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards.	Grade team teachers	9/15-6/16	Principal, AP< Department Leaders

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.											
Teachers will have additional opportunities to earn per session for participation in afterschool professional development sessions provided by the network and by the school. All ICT teams will meet during their common planning blocks, with the support of our school’s network achievement coach.											
Teachers will participate in professional development workshops after school – per session will be provided											
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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
<ol style="list-style-type: none"> 1. ICT teams will study the network designed ICT rubric for effective practice. They will self-evaluate and the achievement coach and instructional coaches will use this as a guide for informal feedback. 2. ICT teams will videotape their work and share best practices regularly throughout the year

3. Produce a 5% increase in the passing rate of ICT classes

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Grade Team Leaders and department leaders will meet weekly with the Principal to share outcomes of instructional grade team and department meetings and to develop the agendas and roll out for each weekly team meeting. Meetings will include low inference observations of teaching videos modeling these practices, sharing of best practices within teams, and peer observations. Leadership will be shared among administration and teachers.

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–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will create and implement a professional development plan that builds teachers’ capacity to use differentiated questioning and discussion techniques for SWDs, resulting in a 4% increase in teachers improving one performance level reflected in component 3b Questioning and Discussion Techniques in Advance.

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?</p>
<p>Grade Team Leaders will meet weekly to share outcomes and to develop the agendas and roll out for each weekly team meeting. Meetings will include low inference observations of teaching</p>	<p>Teachers</p>	<p>8/15-6/16</p>	<p>Grade team leaders</p>

videos modeling these practices, sharing of best practices within teams, and peer observations.			
The teacher leadership body of the school will meet in the summer to develop the goals and objectives with this initiative to define effective teaching at SLJ.	Teachers	8/15-6/16	teacher leaders
Grade teams and departments will create a teaching portfolio of best practices	Teachers	8/15-6/16	Grade team leaders
Teachers will maintain curriculum library of common core aligned materials as well as videos / model lessons displaying Danielson best practices	Teachers	8/15-6/16	teacher leaders and Principal

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.											
<ol style="list-style-type: none"> The teacher leadership body makes plan in summer; paid per session Teacher Leaders will work with the Principal to create protocols for exploring analysis of best teaching practices Chancellor Days will include time for grade teams to meet and begin working on the actual teaching portfolio. January Regents week will include extended time for grade team, department, and co teaching teams Teachers will use June Regents week to share portfolios or databases of best practices aligned to Danielson and Common Core 											
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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
In February and June 2016, teams will use a survey format to evaluate effectiveness of these structures for shared leadership.
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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based upon the evaluation of student performance in the lowest third in Math and ELA, the rating received on the College Readiness Index, and Regents Passing Rates, the school community has determined that students need to be more engaged in their learning and have greater ownership and awareness of their progress towards college readiness. The next step in development for the school is to increase parent involvement and parent awareness of college readiness in order to facilitate their ability to support students and the school in this effort. In addition, by creating a more supportive learning environment, students and families will have greater success in facing and overcoming academic and social challenges while at school.

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

By June 2016, the PTA will utilize the Title I committee to strategize the usage of Title I funding and hold at least four events during the school year that will facilitate parent involvement and educate parents on issues related to a student’s readiness for post-secondary education. At least two of these events will also serve to involve the greater community surrounding the school. Additionally, by June 2016, the school will develop a more collaborative partnership with families and community organizations, as measured by a 2% increase in parents who agree or strongly agree on the School Culture section of 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?</i></p>
<p>Three staff – teacher events aimed at building relationships between teachers and parents</p>	<p>Parents and community members</p>	<p>Sept 2015- June 2016</p>	<p>Assistant Principal and Parent Coordinator</p>
<p>Multi-cultural dinner and panel to foster community and create an opportunity for greater understanding of the various backgrounds of students within the school community</p>	<p>Parents and community members</p>	<p>April 2016</p>	<p>Assistant Principal, parent coordinator, PTA Exec. board</p>
<p>A PTA Website</p>	<p>Parents</p>	<p>Oct 2015</p>	<p>Principal. PTA President</p>
<p>Black History Month Celebration</p>	<p>Students, parents</p>	<p>Feb. 2016</p>	<p>Principal, Parent coordinator</p>

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>The PTA will discuss a variety of events that can be held during the school year and elicit feedback from parents with the support of the Parent Coordinator</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

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 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)	Students in lowest third; students who show lack of adequate progress on series of interim assessments; students' whose DRP scores indicate need for remediation and extra support	Strategies implemented by instructors are aligned with the Danielson Teaching Framework, Common Core Learning Standards, and best-practices shared by department members.	Students are supported by various instructional settings. This can be implemented in pull-out models, such as small group instruction and individual tutoring, the Integrated Co-Teaching setting, the incorporation of student-teachers to reduce the teacher to student ratio in the classroom, and the integration of community partnerships with classes to provide experiential learning opportunities inside and outside of the classroom setting.	Services are provided before, during, and after the school day as well as on Saturdays for targeted remediation or test preparation.
Mathematics	Students in lowest third; students who show lack of adequate progress on series of interim assessments	Strategies implemented by instructors are aligned with the Danielson Teaching Framework, Common Core Learning Standards, and best-practices shared by department members.	Students are supported by various instructional settings. This can be implemented in pull-out models, such as small group instruction and individual tutoring, the Integrated Co-Teaching setting, the incorporation of student-teachers to reduce the teacher to student ratio in the classroom, and the	Services are provided before, during, and after the school day as well as on Saturdays for targeted remediation or test preparation.

			integration of community partnerships with classes to provide experiential learning experiences inside and outside the classroom setting.	
Science	Students in lowest third; students who show lack of adequate progress on series of interim assessments	Strategies implemented by instructors are aligned with the Danielson Teaching Framework, Common Core Learning Standards, and best-practices shared by department members.	Students are supported by various instructional settings. This can be implemented in pull-out models, such as small group instruction and individual tutoring, the Integrated Co-Teaching setting, the incorporation of student-teachers to reduce the teacher to student ratio in the classroom, and the integration of community partnerships with classes to provide experiential learning experiences inside and outside the classroom setting.	Services are provided before, during, and after the school day as well as on Saturdays for targeted remediation or test preparation.
Social Studies	Students in lowest third; students who show lack of adequate progress on series of interim assessments	Strategies implemented by instructors are aligned with the Danielson Teaching Framework, Common Core Learning Standards, and best-practices shared by department members.	Students are supported by various instructional settings. This can be implemented in pull-out models, such as small group instruction and individual tutoring, the Integrated Co-Teaching setting, the incorporation of student-teachers to reduce the teacher to student ratio in the classroom, and the integration of community partnerships with classes to provide experiential learning	Services are provided before, during, and after the school day as well as on Saturdays for targeted remediation or test preparation.

			experiences inside and outside the classroom setting.	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The psychologist will advise staff members involved in academic intervention services of possible academic ability and cognitive issues that could be causing a student difficulties as well as give insight into the accompanying behaviors that are exhibited by students requiring intervention services.	Counseling; Advisory	Services are provided in a one-to-one or group setting in the guidance suite.	Services are provided before, during, and after the school day.

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.
<p>One of the core values of SLJ is a commitment to creating an academically rigorous environment. One way we support teachers in creating this environment is through weekly professional development. Teachers meet several times a week in small teacher groups to develop curriculum, discuss student performance, receive feedback on lessons and execution of lessons, discuss teacher development using the Danielson Framework and other relevant teaching guides, and plan necessary curricula to support a rich academic environment. These opportunities for development include common planning time meetings (CPT) and other forms of professional development such as:</p> <p>Grade Team Meetings</p> <p>Teachers are assigned to grade teams based on the grade they teach. The goals of the grade team structure are to provide teachers with a forum for communication and support in creating a cohesive experience for grade level students. Grade teams will meet weekly on Wednesday afternoons.</p> <p>Department Meetings</p> <p>Each department has weekly meetings to discuss curriculum, review assessments and student work, collaborate on assessments, share best practices, evaluate data sets, and work toward developing a cohesive scope and sequence.</p> <p>Integrated Collaborative Teaching Planning Meetings</p> <p>Teachers will meet weekly with other teachers who teach their subject, special education teachers, and other specialists to plan curriculum, discuss student development, and to create modifications for various learning styles.</p> <p>Instructional Coaching Meetings</p> <p>New and non-tenured teachers are provided with an instructional coach to guide them in curriculum development and classroom management techniques. Coaches observe these teachers at least once weekly and meet with teachers at least once weekly to provide feedback on classroom practices and lesson development.</p> <p>Cravath Planning Days</p>

On occasion and when necessary, teachers may request a planning day with their coach, department leader, or a co-teacher. These planning days are meant to give teachers an opportunity to step back from the regular school day in order to reflect on their instructional practices and to plan for upcoming assessments and learning. Requests for these planning days are to be made through your department leader.

Hiring Practices

Our hiring practices are rigorous and surface the best fit candidates for our school. Every candidate must submit a teaching portfolio including resume and recommendation letters. Once reviewed using our portfolio rubric, the best candidates are called in for interviews. Interview panels are made up of the Principal and other teacher leaders including department and grade team leaders. Additional staff members may also be called to serve on the hiring committee depending on the duties. After the interview, candidates are recommended for demo lessons. Demo lessons are done in front of a class of our students. Students are given feedback forms so that we can get their opinions as well as we consider each candidates rating. Once we have a finalist, the Principal does a final interview and review of the candidate's credentials.

2b. High Quality and Ongoing Professional Development

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

SLJ maintains a robust relationship with a number of professional development programs such as Facing History, Math for America, The Institute for Writing and Thinking at Bard, College Board, and Street Law, among others. When funding is needed, a member of the instructional team assists in requesting funds from the school's professional development budget or writing grants to cover costs.

Teachers will work with the principal, assistant principals, instructional coaches, and their colleagues at the grade team and department levels to develop their instructional practice throughout the year. Teachers will spend time at the beginning of the year assessing their practice using the Danielson Framework and setting individual goals for their instruction. Throughout the year, teachers will receive feedback on these goals and have the opportunity to seek professional development in these areas.

Each teacher will meet with the principal or assistant principals to develop his or her practice several times throughout the course of the year. These meetings may be discussions based on observations of a lesson, conversations accompanied by student and teacher work from a project or large assessment, inter-visitations to another teacher's classroom, etc. In every case, they are intended to be collaborative and to offer teachers at all levels opportunities for feedback and growth. Teachers may seek feedback from any one of their colleagues as often as they like, and because usually our colleagues' classrooms are the best sources of strategies for good teaching, the instructional team encourages teachers to maintain an open door, feedback driven culture.

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).

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Part 4: SWP Schools Only

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

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

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4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers will work with the principal, assistant principals, instructional coaches, and their colleagues at the grade team and department levels to develop their instructional practice throughout the year. Teachers will spend time at the beginning of the year assessing their practice using the Danielson Framework and setting individual goals for their instruction. Throughout the year, teachers will receive feedback on these goals and have the opportunity to seek professional development in these areas.

At SLJ, we seek to use the Danielson Framework not just as an evaluation tool but also as a way to provide a common language for professional conversations and as a means for reflection on our professional practice. For the 2015-2016 school year, our teachers chose to place our instructional focus on Danielson: 3b and 3d. Teachers will also seek to develop other areas of their practice based on self and administrative assessments.

Component 3b: Using Questioning and Discussion Techniques

- Quality of Questions
- Discussion Techniques
- Student Participation

Component 3d: Using Assessment in Instruction

- Assessment Criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

SLJ teachers will work through and share best practices from all of the components in grade teams and departments using inquiry based approaches. These explorations will involve analyzing assessments, student work, videos of classroom instruction, among other things.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	305,098.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,416,280.00	X	

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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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)

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 Urban Assembly School for Law and Justice 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 Urban Assembly School for Law and Justice 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) 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, School Quality 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)

The Urban Assembly School for Law and Justice 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 Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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 13	Borough Brooklyn	School Number 483
School Name Urban Assembly School for Law & Justice		

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 Suzette Dyer	Assistant Principal Merilee Valentino
Coach Ms. Kristin Ferrales	Coach Ms. Megan Rose
ENL (English as a New Language)/Bilingual Teacher type here	School Counselor Debby Wallace
Teacher/Subject Area Ms. Rachel Rosen, English	Parent Ms. Monet Nicholas
Teacher/Subject Area Ms. Carly Lyster, SPED	Parent Coordinator Mr. Marvin Harris
Related-Service Provider	Borough Field Support Center Staff Member Jocelyn Santana
Superintendent Fred Walsh	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	0	Number of certified bilingual teachers not 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 not 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)	467	Total number of ELLs	6	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	6	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	3
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	2

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

	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
DL										0
ENL	3	0	0	1	0	1	2	0	2	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
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: _____
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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										0	0	0	0	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	0	0	0	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 NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0													0
Emerging (Low Intermediate)										1				0
Transitioning (High Intermediate)											1	1		0
Expanding (Advanced)										3				0
Commanding (Proficient)														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 NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT 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												2	1	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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math <u>CC Algebra</u>	1		0	
Chemistry				
Earth Science				
Living Environment	1		0	
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				
Geography				
US History and Government	1		0	
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.
For all of our incoming students we review their middle school data, which includes 8th grade ELA scores. At the start of the year we administer a series of diagnostic tests: writing and reading comprehension. All students take the DRP (Degrees of Reading Power) test in September, January, and May of each school year to assess reading levels and growth. The September 2015 DRP revealed that all six ELL students scored as "well below grade level." All students scored in the grades 2-3 band according to their P.90 or Independent reading level. The respective scores are as follows: Pedro Almonte 43; Mame Fall 40; Tanisha Rosario Garcia 46; Kevin Morales (absent); Brian Yanez Rodriguez 36; Jasmin Perez 43.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The NYSESLAT 2015 results reveal that students struggled more on this assessment that was aligned to more rigorous Common Core Learning Standards than they did on the 2014 and 2013 NYSESLAT examinations. This indicates a need to work with students on accessing more rigorous expectations. Overall, students performed the best in speaking and then in writing. With the exception of Pedro Almonte who scored a 24 on the reading, students struggled most on the reading portion. This reveals that we need to continue to work with students' facility in working with complex texts. Our 11th grade student who is a long term ELL appeared to struggle significantly more on the 2015 NYSESLAT, resulting in a "Transitioning," outcome as opposed to an Advanced outcome from the 2014 NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
None of the six ELLs have been held over in high school. All 3 of the 9th graders are newcomer ELLs, entering NYCDOE during middle school and being identified as ELLs.
- 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?

We review assessment data in grade teams, departments, and common planning partnerships. We look for trends in literacy development. The DRP has helped us to specify reading strands where students are at the varying levels of practice, apply, and teach. The English Performance Assessment administered in October indicated where our incoming students are at toward meeting common core standard assessment requirements. We have learned that our 11th and 10th grade students have made progress on their DRP, but

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?
Teachers plan curriculum that is multi-cultural with varying entry points. Teachers utilize scaffolds to support language acquisition. Supports include vocabulary structures, explicit literacy strategies, writing models.
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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Our 11th grade student who is a long-term ELL and SWD has made progress that we can document through her credit accumulation and progress toward New York State Assessments. While she moved from Intermediate to Advanced on the NYSESLAT between 8th and 9th grade, her score dipped in 10th grade when the NYSESLAT was more rigorous. We will continue to work with her on tackling complex texts. The explicit structures that support the construction of a writing response utilizing relevant evidence are building success as evidences by score reports.

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.
 1. Administer HLIS within 10 days. (Ms. Valentino and Ms. Karla Rodriguez-Miletsky facilitate administration)
 2. Language Proficiency Team meets to assess student's language development and makes recommendation in regards to NYSISTELL.
 3. If no--communicate with parents. If yes--ELL Identification Process continues.
 4. Administer NYSISTELL/Spanish LAB for Spanish-speaking ELLs. (Ms. Karla Rodriguez-Miletsky) Use results to determine ELL status
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).
Teachers implement diagnostics and review initial student work. If these student work exemplars or parent preferred language (on intake documents) indicates a potential SIFE, school administers oral interview questionnaire and then the Literacy Evaluation for Newcomer SIFE (LENS).
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).
Director of Special Education, Carly Lyster, meets with Ms. Valentino and administrative team. They review the student's IEP. Communicate with parent for initial intake information and provide necessary interpretation services. Team makes recommendation for LPT, which is communicated to family. Family is asked to accept or reject proposed plan within 20 days. Implementation of placement begins.
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.
Parent Coordinator, Mr. Harris, works with Ms. Valentino to communicate NYSISTELL. Entitlement and non-entitlement letters distributed in parents' preferred language.
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).
ELL status communicated to parent in writing of preferred language. Letters are maintained in student files.

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.
 Parents understand that SLJ is a literacy-intensive school built upon inclusive classrooms. This is messaged to incoming families and supported by families in the school community. There is no discrepancy between our offerings and parent requests. Students learn about the program in meetings prior to the start of the school year through orientation in June and a meeting a week before school begins in September.
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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
 Letters in parents preferred language are mailed home to families in September and families receive a follow up communication.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
 Letters in parents preferred language are mailed home to families in September and families receive a follow up communication.
9. Describe how your school ensures that placement parent notification letters are distributed.
 Letters in parents preferred language mailed home to families in September.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
 Individualized student files. Letters are stored in student files.
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.
 The testing coordinator administration, and LAP team outline the calendar, instructions, and protocols for administration each spring. Team meets in fall term to review testing calendar. Team meets in January to outline administration calendar. Team meets in April to review testing materials and proctoring instructions. Student programs are reviewed to identified best administration periods and plan for make up days. Test administration is coordinated with grade team leaders. NYSESLAT schedule is shared with staff.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
 Letters in preferred language are mailed home to families in September.
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).
 Parents understand that SLJ is a literacy-intensive school built upon inclusive classrooms. This is messaged to incoming families and supported by families in the school community. There is no discrepancy between our offerings and parent requests.

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.
 We have an ENL model. Students at SLJ are in heterogeneous classrooms. All 3 students in 9th grade are at the Expanding level and are programmed for a double period English class. Students receive additional explicit instruction and individualized support around reading proficiency and learn strategies for vocabulary development, constructing written responses, and communicating verbally. The two ELL students in 10th grade also have IEPs. These students per their IEPs are in ICT classes for all content area courses. To support ELL they are in a support class. The one ELL students in 11th grade has an IEP and is in ICT classes for all core content area courses. Her Spanish class delivers ENL support.
- b. TBE program. *If applicable.*
 Paste response to questions here:
- c. DL program. *If applicable.*

Paste response to questions here:

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)?

All of our current 9th grade ELL students are in a 103 minute English class. This class has two teachers and a paraprofessional. In addition to guided reading and writing instruction, students have a independent reading four times a week. Our 10th and 11th grade ELL students are in 50 minute English classes and and literacy support classes.
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.

The English classes are aligned to the Common Core Learning Standards. Daily lessons and assessments are aligned with individual standards and students work is measured toward the development of these skills. We provide students with specific literacy strategies to successfully attack rigorous fiction and non-fiction texts. These strategies include annotation guides, embedded questions, graphic organizers to structure comprehension, and dialectical journals. Students have access to whole class teacher modeling, small group teacher support, small group collaborative peer support, and pull out for individual or small group instruction or revision. Teachers align objectives to common core learning standards and utilize appropriate scaffolds to support students workign toward makign progress.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students have informal and formal practice and assessment opportunities in all modalities in all courses. On a daily basis students write constructed written responses that are driven by evidence. Students engage in small group and whole class discussions that demand listening skills to build upon previous speakers and speaking skills to articulate with precise vocabulary. Students take diagnostic tests in September, midterm examination in January, and finals in June. Teachers implement internal final assessments for each unit that take the shape of examinations, Socratic Seminars, essays, and presentations.
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

Teachers use a variety of UDL strategies to engage students. For content areas teachers think of multiple methods for students to access the content. In approaching texts and written work, teachers use appropriate modifications. Teachers provide additional time for ELLs. On state assessments--CC and Regents-- testing coordinator ensures ELLs and Former ELLs have extended time. For SIFE students teachers work to engage students in the habits of mind and behavior of a student. Newcomer students are provided additional visual materials. Developing and long term students receive scaffolds that are removed when the student is approaching mastery.
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.

Ongoing academic progress check ins by the advisor, grade team, and academic intervention team. Family may appeal the decision. Meeting held with language team and family to discuss concerns and program options. Administration meets with relevant pedagogues to review implications for change and support to help student acclimate to adjustment.
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?

Parallel teaching; literacy strategies, which include annotation procedures, embedded questions and annotations, vocabulary or word boxes; sentence starters or guided outlines for the writing process. Pedagogues use videos, audio books, and online reading (LightSail) to support ELLs. Special Education Coordinator, Carly Lyster, works with principal and programmer to first program SWDs and then confirm that all IEP services are met in program. Students who need ESL instruction receive both IEP services and ELL-specific services.
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?

Our current ELL-SWDs are in the ICT classroom, which has two teachers and a paraprofessional. In CPT time, teachers routinely review IEP goals and think about how students will have access to lessons. Teachers zoom in on the targeted support that individual students may need. In the ICT setting there is a heterogeneous roster.

Chart

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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

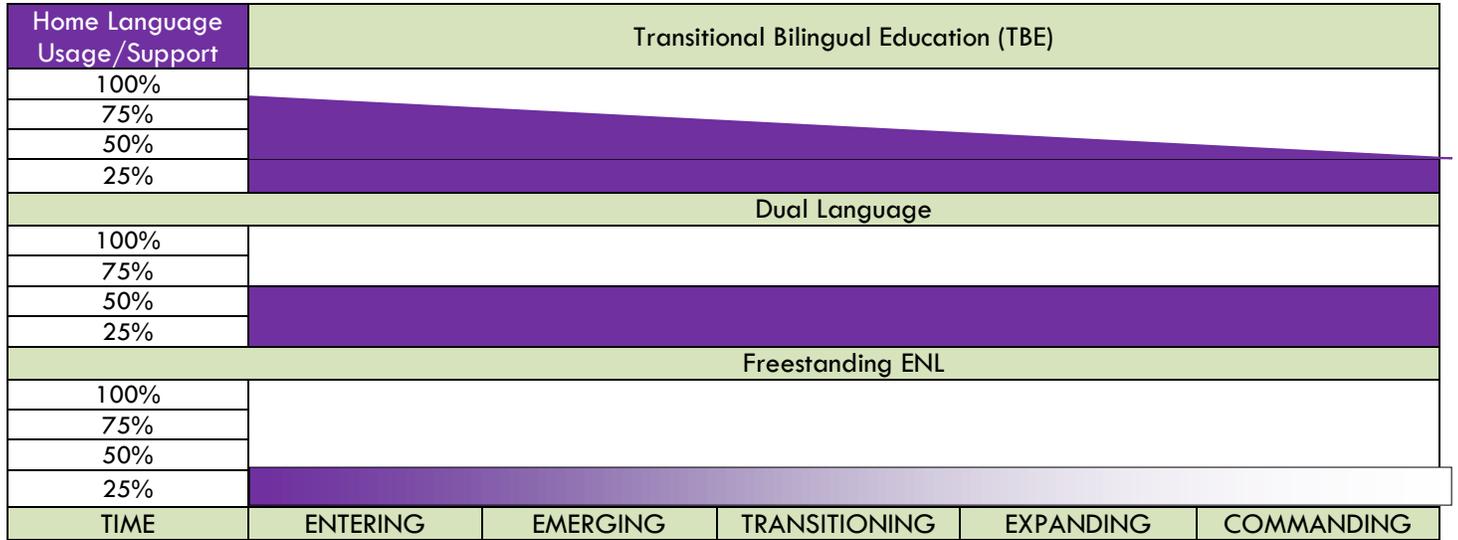


*Note: “other approved services” does not apply to New York City at this time.

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. Within the classroom students receive additional literacy strategies and scaffolds. This is designed to help build language competency. Students are also part of mandated tutoring after school. In math students receive strategies for attacking word problems and communicating their numeracy expressions. In science, students receive content-specific strategies such as CER (Claim, Evidence, Reasoning) to structure writing responses, explicit vocabulary teaching. In social studies, students receive modified textbooks and different ways of learning the content.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our students are making progress in their language and content development, as indicated by school-developed baseline, formative, and summative assessments as well as city-wide and state-wide MOSL and Regents tests. We continue to work on refining strategies to best serve our ELL students who are also SWDs.
12. What new programs or improvements will be considered for the upcoming school year?
Strategic tutoring with academic intervention services embedded within the comprehensive program. We continue to think of how our work across content areas can align to support our students' needs.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students are in heterogeneous classes. Our curriculum is designed to be common core aligned and college preparatory. As such, ELLs have access to rigorous expectations. All students also have the opportunity to engage in enrichment programs, such as ASLAs (After School Learning Academies), support programs, such as mentoring through the Young Women and Men's Initiatives, and special incentive programs, such as Lunch With Lawyers. Students may apply for a range of summer programs, which include internships, experiential learning, pre-college programs, and study abroad. All students have access to tutoring through direct tutoring and homework help.
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.
Teachers use a variety of technology resources--videos, document cameras--to engage students in the learning process. Teachers assess reading levels in diagnostics and use that data to inform selection of appropriate texts and scaffolds for challenging texts.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Interpretation services support parent engagement.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Students receive push-in services in their English and Social Studies classes.
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).
ELL students are invited to participate in the Summerbridge program designed to build a foundation of skills and school connectedness in the summer prior to the beginning of the 9th grade school year.
19. What language electives are offered to ELLs?
Spanish.
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.)
Teachers participate in weekly grade team meetings that focus on the Danielson Framework for teaching. Teachers actively think about knowing all of their students and engaging them in the curriculum. Departments also meet once weekly and participate in curriculum and professional development geared at strengthening access to rigorous curriculum. PD on September 1 and 4; November 4; February 1.
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?
Weekly department meetings reviewing student work, revising units to provide access, differentiation, and common core alignment.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Weekly grade team meetings. Guidance team 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.
Review of student work exemplars, such as writing pieces. Grade Team, department, and PD Agendas and associated documents.

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?
All parents are encouraged to participate in monthly PTA meetings. All students have an advisor who acts as the primary liaison between school and home. Throughout the year we actively invite parents into the school building for open school nights, individual parent meetings, special community events, such as the Black History month celebration, multicultural celebration, and curriculum-related events, such as Memoir Reading night and Election night. Communciation of translation services is visible in the entrance to the school and in the main office. In house translation is available for Spanish, Mandarin, and French. DOE services are accessed for other languages.
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.
All parent contact is logged on online platform (Skedula) accessible to all staff, parents, and students. School maintains a tracking document for parent attendance at conferences, PTA meetings, community events, and curriculum-related events. Targeted outreach of ELL parents is conducted to increase family engagement. Personal phone calls are placed in home language. Interpretation services are available at all events.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
NO
5. How do you evaluate the needs of the parents?
The parent coordinator and Ms. Valentino assess the HLIS, facilitate prent questionnaires, and attend to one on one meetings. Translation services are communciated.
6. How do your parental involvement activities address the needs of the parents?
The PTA facilitates a beginning of the year survey to plan for parent needs. Family engagement events include activities to support families with receiving and accessing information and resources. Parent coordinator displays translation service information and works to translate documents that are sent home. Parent coordinator also attends PD to increase engagement of families who speak a language other than english and works to facilitate PD for families to support their needs.

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.
Paste response here:

Part VI: LAP Assurances

School Name: UA SCHOOL FOR LAW AND JUSTICE

School DBN: 13K483

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)
SUZETTE DYER	Principal		9/22/15
MERILEE VALENTINO	Assistant Principal		9/22/15
MARVIN HARRIS	Parent Coordinator		9/22/15
	ENL/Bilingual Teacher		1/1/01
MONET NICHOLAS	Parent		9/22/15
RACHEL ROSEN	Teacher/Subject Area		9/22/15
CARLY LYSTER	Teacher/Subject Area		9/22/15
KRISTIN FERRALES	Coach		9/22/15
MEGAN ROSE	Coach		9/22/15
DEBBY WALLACE	School Counselor		9/22/15
FRED WALSH	Superintendent		9/22/15
JOCELYN SANTANA	Borough Field Support Center Staff Member _____		9/22/15
	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: 13K483

School Name: UA School for Law and Justice

Superintendent: Fred Walsh

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.

In the past we have reviewed incoming students' preliminary data--ATS records, questionnaires completed at Accepted Students' Night for incoming 9th graders regarding language needs--to assess language provision. We track and explicitly communicate this data to the school staff through our master phone log. We collect data through ATS Report of Preferred language, blue card information, classroom surveys, and incoming students information.

Our small school structure and advisory system enables us to develop close relationships with our students and families from the onset of the high school experience. Parents attend an Accepted Students' Night in June and Meet Your Advisor Night in August prior to the start of their 9th graders' year. This enables the school staff to identify families who may need language services in languages other than English. In order to communicate with families we use a variety of strategies.

We run reports and update our internal system to communicate to all staff the languages that parents speak. This supports planning for interpretation services.

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
Mandarin

French
Bengali
Arabic

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.)

August: Back to school forms: dress code agreement, consent for photography, attendance contract
September: DOE policies, parent engagement outline, curriculum outline for grade, support services for grade, invitation to back to school night
October: MP 1 grades, upcoming conferences, test schedule
November: Monthly mailing letters mid month, January statewide assessments
December: Upcomign dates
January: Regents invitations
February: Term One grades, open school invitation
March: School survey, invitation to multi-cultural celebration, summer enrichment offerings
April: June Regents exams, MP5 report card
May: End of year calendar and assessments
June: Regents invitations, summer assignments

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.

Fall and spring parent engagement curriculum nights
Fall and spring term open house parent-teacher conferences

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 of school-created materials are translated on-site for Spanish. The Translation & Interpretation Unit is used for other languages.

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.

Interpretation services will be provided by on-site staff for Spanish, French, and Spanish. If the advisor or teacher speaks the families home language--namely Spanish in our school--that individual will communicate directly on behalf of other teachers on the team. In the case that there is a meeting scheduled with the family we may pull in one of many individuals in our building who have expertise in the language and an area of the school. These individuals include a school secretary, deans, enrichment staff, and multiple teachers.

In the case that an on-site staff member is unable to translate, we access the DOE phone translation service. Our roster of bilingual staff includes administrators, teachers, paraprofessionals, secretaries, and support staff in the main office and guidance suites.

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.)

All staff received information about parent engagement in our back to school professional development sessions. Within grade teams and from the guidance department the preferred language of families is shared so that all staff members have knowledge of resources to utilize in communicating with families. Parent coordinator distributed "I Speak cards to all staff and teachers and has this information prominently displayed in the main office.

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

We identify the spoken language of families in our Master Phone Log database and use it as a reference for providing written and oral translation. Staff will ensure that an in-house staff member is available to

provide translation. If not, the staff member will access the automated translation service through the DOE. Parents receive written communication in home language if it is one of 9 DOE languages.

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)

We will implement a parent survey mid-year to our parents. Parent engagement tracker also identified patterns in participation of families who prefer a language other than English.

Gather a focus group of families to ask about connectedness to school community, access to curricular resources to support student's academic progress, and meet of needs.