

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**10X284**

**School Name:**

**BRONX SCHOOL OF LAW AND FINANCE**

**Principal:**

**JESSICA GORING**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Bronx School of Law and Finance School Number (DBN): 10x284  
Grades Served: 9, 10, 11, 12  
School Address: 99 Terrace View Ave., Bronx, NY 10463  
Phone Number: 7185610113 Fax: 7185610595  
School Contact Person: Dr. Jessica Goring Email Address: [jgoring@schools.nyc.gov](mailto:jgoring@schools.nyc.gov)  
Principal: Dr. Jessica Goring  
UFT Chapter Leader: Edward Seidlinger  
Parents' Association President: Paula Parra  
SLT Chairperson: Tyrone Iton  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Nurys German  
Student Representative(s): Kimberly Tejada  
Paola Figueroa

**District Information**

District: 10 Superintendent: Juan Mendez  
Superintendent's Office Address: 30-48 Linden Place, Queens  
Superintendent's Email Address: [jmendez2@schools.nyc.gov](mailto:jmendez2@schools.nyc.gov)  
Phone Number: Fax: 718 281 7519 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Affinity Group Director: Alexandra Anormaliza  
Director's Office Address: 131 Livingston Street, Brooklyn  
Director's Email Address: [aanorma@schools.nyc.gov](mailto:aanorma@schools.nyc.gov)  
Phone Number: (718) 935-5618 Fax: 718-935-2246

## 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)
Dr Jessica Goring	*Principal or Designee	
Edward Seidlinger	*UFT Chapter Leader or Designee	
Paula Parra	*PA/PTA President or Designated Co-President	
Zoraida Torres	DC 37 Representative (staff), if applicable	
Nurys German	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Paola Figueroa	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kim Tejada	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Isabel Fernandez	Member/ PA	
Tyrone Iton	Member/ CSA	
Matt Singer	Member/ UFT	
Maria Hernandez	Member/ PA	
	Member/	
Ysabel Parra	Member/ PA	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

Officially a school in 2004, the Bronx School of Law and Finance opened as a program on the eighth floor of John F. Kennedy High School , located in the Marble Hill section of the Bronx , in September of 2003. Currently we have 430 students from a total of 13 different countries. Our mission is that by exposing students to careers in Law and in Finance, we will encourage them to pursue higher education.

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

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

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

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

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

Our biggest challenge facing us, and the key area of focus for our school is attendance. We understand the connection between good attendance and success in school. We utilize the services of school aides, a family worker, and counselor to contact homes and hold conferences with parents, in order to encourage good attendance. We will continue to work with an attendance teacher provided by the Region, to conduct home visits when necessary.

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

The element on which our school made the most progress on is that of collaborative teachers, where our teachers are committed to the success of their classrooms and school. Our teachers continually collaborate on how to best meet the needs of our students, and they actively pursue outside Professional Development opportunities, as well as take ownership of their capacity to grow as professionals.

## 10X284 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	431	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	8	# SETSS	N/A	# Integrated Collaborative Teaching	29
Types and Number of Special Classes (2014-15)					
# Visual Arts	3	# Music	2	# Drama	N/A
# Foreign Language	12	# Dance	N/A	# CTE	5
School Composition (2013-14)					
% Title I Population	81.7%	% Attendance Rate			79.1%
% Free Lunch	81.6%	% Reduced Lunch			2.5%
% Limited English Proficient	9.4%	% Students with Disabilities			22.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			31.0%
% Hispanic or Latino	64.1%	% Asian or Native Hawaiian/Pacific Islander			1.6%
% White	3.2%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.33	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	1	# 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)			17.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			6.76
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	61.3%	Mathematics Performance at levels 3 & 4			70.1%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	53.3%	% of 2nd year students who earned 10+ credits			57.6%
% of 3rd year students who earned 10+ credits	62.9%	4 Year Graduation Rate			64.8%
6 Year Graduation Rate	78.2%				
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					
<b>Accountability Status – Elementary and Middle Schools</b>					
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				
<b>Accountability Status – High Schools</b>					
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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### 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.

With the onset of the Common Core, schools across the country became more focused on additional rigor and on reading and writing, particularly with how they relate to argumentation. An initial needs assessment showed that our teachers understand what Common Core is, as we’ve been rolling it out now for the past few years, and know what our school-wide instructional focus (citation of textual evidence) is, but need to focus on their consistency with regard to applying it to their instruction. For example, in the first round of observations, 17 of the 26 teachers used citation of textual evidence. Many of our teachers are strong in the classroom, and we are hoping with continual reminders and prep work, including working with four pilot programs through New Visions which align to Common Core, we will get there with consistency. We believe that with increased focus on academic rigor, we can target our Regents pass rates, which for Living Environment, Global History, and Math, are below 65%. This too can help to push up our June graduation rate from 58% this past June to our targeted 65% for this coming June. Additionally, while our attendance rate is already up from last year's 82%, we are hoping that rigor increases the overall student interest in our classes and will inform student credit accumulation and overall student success.

### 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, 95% of English and Global and Algebra classrooms will be engaged in Common Core aligned instruction, focusing in particular on the citation of textual evidence, as evidenced by classroom observations and by increased Regents examination performance on the Global exam in particular (46% last June).

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
In addition to the literature on Common Core, we looked at our SQR from 2013-2014, which stated that more students needed to support responses with “reasoned evidence from the text” and that it was “not consistently demonstrated in discussions and work products.”	Teachers, Students	Ongoing	Principal
Professional Development outside school on Common Core Alignment and rigorous instruction (mostly conducted by New Visions), Professional Development inside school on Common Core Alignment and rigorous instruction, Ongoing assessment of rigor as part of observation cycle; LPP team focusing on portfolio assessment for Special Education students; ELL PD on aligning curriculum to the Common Core	Teachers, Admin	Ongoing	Principal
We propose an IEP Night with Parents to go over the LPP program, and to examine strategies to help their child to succeed, with respect to the goals of the child’s IEP	IEP families	Jan/Feb	AP Special Education, Parent Coordinator
We hope that by using the parents/families, it will foster trust between the students and the teachers.			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Human resources: Principal; A.P. Special Education; New Visions pilot programs in A2I, Global History, Living Environment, and Blended Learning Communities; past New Visions Common Core work with curriculum; Teaching Staff of Law and Finance; Parent Coordinator (paid through teacher and supervisor per session) Instructional resources: how to read a transcript, Special Education law, handouts, PD through New Visions on Common Core, textbooks Schedule: permits, calendar of events, PD time, substitute teachers (per diem and coverages)</p>
<b>Part 4b.</b> 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 <sup>st</sup> 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.

We continue to check in on classrooms, either informally or during observations. Will do site walkarounds in February to assess. By the midpoint, we expect to have 95% of our English and Math classrooms already engaged in Common Core align instruction.

**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.

One key element to a supportive environment, according to our research with the CDC, is parent involvement. We have long dealt with low overall parent involvement, even with a wonderful Parent Coordinator, Attendance Teacher, SLT team, and the like. Our biggest event so far this year has been College Night, where we saw twelve parents. We are looking to help our out parent involvement and participation, by attending more activities to invite parent engagement. Additionally, we know from our work in the Dean's Office and with students who are struggling that those whose parents are more involved tend to perform better overall. Our Quality Reviewer from two years ago, as we did not have a Quality Review this year, found that our involved parents believe strongly in the power of their participation, and want to have more parents attend our school functions.

### 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.

Based on the number of parents involved in school activities, we hope that offering more events would increase the likelihood of having more parents involved. In order to encourage more parent and family participation in school events, by June 2016, we will offer at least our two more parent engagement activities than last year.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
We pulled our research on Supportive Environments from the CDC, focusing in particular on promoting school connectedness	Parents	Ongoing	Parent Coordinator
Working with the SLT and PA, and also student government in order to schedule time, place, and activity; Possible activities—Stepping Up ceremony with seniors, juniors, and senior/junior parents; orientation, joint health course; Also—orientation at end of year for incoming ninth graders, as soon as they get their acceptance letters; IEP meeting with parents. We hope too as a part of our restorative justice pilot program that our school will continue to grow more as a supportive environment, and less as a punitive one. By engaging our AP Security and Dean in the Academic and Personal Behaviors Institute and by including a Guidance Counselor assigned to disciplinary issues, we are getting more parents involved in student interventions that lead to positive results.	Parents	Monthly SLT meetings; weekly student government meetings, monthly events	Parent Coordinator, COSA
We propose an IEP Night with Parents to go over the LPP program, and to examine strategies to help their child to succeed, with respect to the goals of the child’s IEP	IEP families	Jan/Feb	Parent Coordinator, AP Special Education
Through parent involvement, we hope to foster an environment of unity and trust in our school.			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human resources, such as Administration, COSA, Parent Coordinator, SLT, PA, student government (teacher and supervisor per session). Instructional resources such as cost of materials and use of technology (getting parents on Skedula, for example). Schedule adjustments with differing days and times of events, permits, etc.											
<b>Part 4b.</b> 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	X	Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**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.

We will hold some of these activities by the mid point of the year. We hope that by the mid-year benchmark that we will have already held one additional parent activity than where we were at by that time last year.

**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.

As a school that is 27.2% Special Education, and also have 9% ELL students, teachers collaborating with each other on a regular basis is key. We noticed that over time our Special Education population has increased from approximately 16% to its current rate, and our ELL population doubled in size. This has resulted in a lower June graduation rate than five year's prior. We also know that our lowest attendance numbers are with our Special Education population. Many teachers share students and can therefore share strategies, and many have to co-plan for their ICT classes. We currently do not have Circular 6R for Common Planning Time, and have to therefore get creative with the schedule in order to allow for teacher interaction.

### Part 2 – Annual Goal

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

### Part 3 – Action Plan

<b>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:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>			
Based on research and literature from the National Association of Secondary School Principals, we would put recommendations	Teacher, Admin	End of previous semesters	Principal, AP Programming

in place such as student course suggested lists, and teacher projected course trajectories			
This comes down to programming. The Master Schedule is done by the principal, and implemented by the programmers, and must have these elements. Strategies include programming the Special Education and ELL students first, and also call for adding more appropriate level electives for all students	Students	Next semester	Principal, AP Programming, ELL Coordinator
In addition to IEP Night, we also will have a Curriculum Night so that parents know what courses/subjects to expect for graduation and in general; this also allows for a lower teacher/student ratio and thus teachers have more concentrated time on specific students and their parents	Parents	Fall semester	Parent Coordinator
Again, having unity between parents and the school. Additionally, parents will see that all information is transparent			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Human resources, including Principal, A.P. Programming, ELL Coordinator, Parent Coordinator, Guidance Counselor, Special Education AP. Instructional resources, including Academic Vocabulary Workbooks and other texts, dictionaries, technology. Schedule adjustments, with in particular the use of circular 6R time for collaboration and planning, and PD time for ELLs and Special Education students.										
<b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By next semester, teacher programs will show common time for off for the majority of teachers. This coincides with our midpoint goal as well--90% of our teachers, by midpoint, will have scheduled cooperative planning time.
<b>Part 5b.</b> In <b>February 2016</b> , 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.

According to the Capacity Framework on Effective School Leadership, effective school leadership is about building inclusion amongst the stakeholders. Last year the principal sent out weekly “Frequently Asked Questions” emails about what was going on during the week, as well as letters home to parents. This year, although parent letters are mailed every six weeks, the emails to faculty have been on an as-needed basis. Part of this goal is to further the communication between Administration and Teachers in particular by having a measure of accountability whereby the principal “checks in” with the staff weekly via emails, including all and giving everyone knowledge of what is taking place in the school. We know from our School Environment Survey that teachers want to know more about what is happening in the school. Additionally, we see that fewer students are participating in some of our offerings, which we have related to the lack of information handed down by teachers. When our Quality Reviewer two years ago spoke with parents, parents also said that they wanted their students more involved. We are hoping that by an increased focus on all stakeholders, student attendance (82% in June) will continue to rise, and therefore positively impact credit accumulation (74% overall) and Regents passing scores (lowest was Global, at 46%).

### **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, weekly check-in emails from the principal to teachers will have been sent for 90% of the weeks. These emails will share with the Faculty information from the Cabinet, the Campus Council, and concerning areas of responsibility (such as attendance and discipline) from all areas of Administration. Teachers will then have more information to share with students.

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>According to the Capacity Framework, the goal of Effective School Leadership is to build an environment of inclusion—this starts with the principal.</p>	<p>Principal to staff, parents, students</p>	<p>Ongoing</p>	<p>Principal</p>
<p>Weekly emails with school information being sent to Faculty; Inclusive in emails will be information relevant to ELLs and IEP students</p>	<p>Parents</p>	<p>Ongoing</p>	<p>Principal, Parent Coordinator</p>
<p>Information from emails will be ready for parents at SLT and PA meetings (and additionally, every six weeks check-in letters are mailed to the families)</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>Principal</p>
<p>We hope that an open environment with transparency at all levels engenders trust and unity.</p>			

#### **Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>Principal—weekly emails, Cabinet meetings, Campus Council.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p><b>Tax Levy</b></p>		<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>		<p><b>Title III, Part A</b></p>	<p><b>Title III, Immigrant</b></p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

#### **Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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>By the end of January, there should have already been at least nine of the weekly check-in emails from the principal to the faculty.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>



## 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.

According to the Capacity Framework, building strong Family and Community ties serves to bridge the gap between the school and the larger community. A few years ago our school established an Advisory Board, on which lawyers and business professionals, staff, and alumni served. This Advisory Board still meets on a weekly basis, and has been involved in the school’s Resume Invasion, plus a few trips. We would like to push this involvement further by adding two Finance trips through our involvement with the Advisory board. We are using our community resources well with Law, but not so much with Finance. This need has arisen based on the numerous Law trips (four this semester) and lack of Finance trips (one this semester). We have seen that more students are selecting to major in Law than in Finance and that there has been an overall lack of interest in the Finance program as Finance trips fell off. This too needs to be corrected. We are hoping that by an increased focus on our Law and Finance academies, student attendance (82% in June) will continue to rise, and therefore positively impact credit accumulation (74% overall) and Regents passing scores (lowest was Global, at 46%).

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

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The Capacity Framework discussed the importance of building the larger community around the school itself. This can be done by strengthening relationships with outside businesses, organizations, etc. In our case, as a Law and Finance themed school with a strong Advisory Board, this goal is a natural extension of our school goals in general.</p>	<p>Advisory Board</p>	<p>Ongoing</p>	<p>AP Law and Finance</p>
<p>Discuss the structures behind Law and Finance themed trips, and call on the Advisory Board to establish at least two Finance-themed trips for the Spring semester; Students with IEPs and ELLs in the Finance classes would be invited to attend these trips</p>	<p>Finance students</p>	<p>Second semester</p>	<p>AP Law and Finance, Finance Coordinator</p>
<p>Parents will be notified of these trips, and those parents of Finance students will be particularly pleased (request already made in SLT meeting)</p>	<p>Parents</p>	<p>Second semester</p>	<p>Finance Coordinator</p>
<p>School responding to parent wishes and to needs of Finance students establishes trust with its focus of providing positive experiences for its students</p>			

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>Human resources: Advisory Board, AP Law and Finance, Finance Coordinator, any resources connected with the trips themselves. Instructional resources: New York City as a field experience; NAF resources. Schedule adjustments: allotment for trips, using the calendar.</p>											
<p><b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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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By midpoint, two Finance-related trips will have already taken place.

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

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Teacher grade team meetings and department inquiry work, detailing most needy students.	Repeated reading, interactive writing, Common Core prep across courses,	Small group, tutoring	During the school day, before and after school, Saturday program
<b>Mathematics</b>	Teacher grade team meetings and department inquiry work, detailing most needy students	Practice problems, data driven instruction, work with Math Instructional Specialist, use of a Math Coach	Small group, tutoring, one on one	During the school day, before and after school, Saturday program
<b>Science</b>	Teacher grade team meetings and department inquiry work, detailing most needy students	Repeated reading, interactive writing, Common Core prep across courses, work with a Science Instructional Specialist,	Small group, tutoring	During the school day, before and after school, Saturday program
<b>Social Studies</b>	Teacher grade team meetings and department inquiry work, detailing most needy students	Repeated reading, interactive writing, Common Core prep across courses, work with an Instructional Specialist	Small group, tutoring	During the school day, before and after school, Saturday program
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	IEP and student requests or teacher or parent referrals	Counseling as mandated and as requested	Small group, one on one	During the school day, after school

## Section 7: Title I Program Information

### Directions:

- 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### 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>All staff members are considered highly qualified, and are teaching in the license area of their state certification. Additionally, all our teachers either already have a Masters degree, or are enrolled in a Masters program.</p> <p>As a school, we strongly promote Professional Development. Part of our SBO vote at the end of the year was to allow for a change in our school's schedule that would give us as a professional community staff development on a weekly basis. Additionally, we continue to urge our teachers to seek professional development opportunities outside of the school, and have supported teachers in attending these events by paying them per session, or for parking, or for sub coverage, or even for entry fees.</p> <p>We have assigned mentors for our new teachers, as per the City agreement, and are also working with Instructional Specialists in the areas of Math and Science and Social Studies.</p> <p>Our goal of Danielson gives ongoing consistent feedback to all teachers as well, and we work on developing our staff to reach their optimal professional performance.</p>

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

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
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**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	333,524.00	x	5A, 5B, 5C, 5E
Title II, Part A	Federal	0	x	
Title III, Part A	Federal	11,200.00	x	5B
Title III, Immigrant	Federal	0	x	
Tax Levy (FSF)	Local	2,675,520.00	x	5A, 5B, 5C, 5E

**<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The **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.

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#### **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 Bronx School of Law and Finance** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is 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 Bronx School of Law and Finance** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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 Bronx School of Law and Finance**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1<sup>st</sup> 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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>Bx School of Law and Finance</u>	DBN: <u>10x284</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>45</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: _____

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

## Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_ The school provides professional development for Title III program teachers, as well as other content teachers who have ELLs in their classes. A lot of the professional development offered is with the Common Core, and is aligned to ELL standards. There is also professional development on the intake process, research on the brain, and the use of native language

### Part C: Professional Development

as a tool for instruction We only have one ELL teacher, who informs and shares with her colleagues at our school information about our ELL population at the Bronx School of Law and Finance. She analyzing the ELL data for instructional purposes and brings this to our staff as well.

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

- Common Core Strategies Aligned for ELLs (Dr. Gale Sookdeo, April 18th, at UFT)

- Boosting ELL Achievement Through Teacher Practice (June 5th, 9:00 - 3:00, Office of ELL)

- College and Career Readiness Benchmarks (May 7th, 9:00 - 3:00, Office of English Language Learners)

- Dialogue for Teaching English Language Learners (February 4th, 9:00-12:00, Hong Ying Shen Executive Director of ELLs in Cluster 5)

- Annual Foreign Language Conference--An Integrated Approach to Language Acquisition (January 28, 8:30-3:00, Long Island City High School)

- SIFE (June 27th and 28th by Rachel Hoff)

- Collaborative Strategic Recoding CSR (June 30th, by Stella Radovanovic of Department of Education Language Learners)

- NYSITELL (January, 2014, by Office of Assessment Operations)

- LAP technical training (October 10th, Caresse Deville-Hughes at Fordham Plaza)

- Brain Research, keeping ELLs in mind. (October 30th, November 24th, December 11th, January 23rd from 9:00 to 3:00, led by Dr. Ignari of CUNY)

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

### Part D: Parental Engagement Activities

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

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

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

- All events and classes are about one hour in length and provided by our Parent Coordinator, Ms. Zoraida Torres, and/or our ESL Coordinator, Ms. Ana Sanchez. Letters and phone calls go out in both English and

**Part D: Parental Engagement Activities**

in the native language for parents, and we have students from our Honor Society on hand to help with translations.

**Part E: Budget**

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

Allocation Amount: \$0

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

**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 <b>10</b>	Borough <b>Bronx</b>	School Number <b>284</b>
School Name <b>The Bronx School of Law and Finance</b>		

### 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 <b>Dr. Jessica Goring</b>	Assistant Principal <b>Lisa Coxson</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Ana Sanchez</b>	School Counselor <b>Aura Burgos</b>
Teacher/Subject Area <b>Emmanuel Perez/ESL</b>	Parent <b>Paula Para</b>
Teacher/Subject Area <b>Abigail Mansfeild/English</b>	Parent Coordinator <b>Zoraida Torres</b>
Related-Service Provider <b>Anne Cantor/Counseling</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Juan Mendez</b>	Other (Name and Title) <b>type here</b>

### 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	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>1</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>456</b>	Total number of ELLs	<b>63</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 #
<b>Transitional Bilingual Education</b>										0	0	0	0	0
<b>Dual Language</b>										0	0	0	0	0
<b>Total</b>	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					
<b>All ELLs</b>	63	<b>Newcomers</b> (ELLs receiving service 0-3 years)	35	<b>ELL Students with Disabilities</b>	17
<b>SIFE</b>	7	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	13	<b>Long-Term</b> (ELLs receiving service 7 or more years)	15

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	35	7	0	13	0	3	15	0	14	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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										19	10	13	15	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1	1			0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1		2	1	0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)										6	0	4	7	0
<b>Emerging</b> (Low Intermediate)										1	3	2	3	0
<b>Transitioning</b> (High Intermediate)										4	1	1	2	0
<b>Expanding</b> (Advanced)										10	7	3	2	0
<b>Commanding</b> (Proficient)										0	2	7	4	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	2	7	5	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													3	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	1	0	1	0
Integrated Algebra/CC Algebra	3	0	1	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	10	3	6	1
Physics	0	0	0	0

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	4	2	1	0
Geography	0	0	0	0
US History and Government	11	7	4	3
LOTE	7	7	0	7
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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.  
We use the LAB in Spanish, and a writing assessment in their ninth grade class. This shows us which areas we need to focus on for skill-building in our instruction, so that our students will improve. We use it for instructional purposes. e response to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
This lets us know about the four modalities, in which the student is strong or needs to improve. For example, in our NYSESLAT last year, our scores showed that most of our students needed improvement in writing skills, but made improvements in their reading skills. We are now focusing more on writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
our school uses information from the AMAO to focus on the academic achievement of our ELL students to design effective instructional programs and/or interventions. The data reveals us important information that can be analyzed. For example, it includes years of our ELL services, NYSESLAT proficiency and progress, SIFE status, home language, disability classification, attendance, age, credit accumulation, grade level, ELA?math performance and progress, Regents exam results, and high school graduation year. It also shows an early warning Indicator that features automatically, calculates the number of risk factors exhibited and is color-coded to indicate students' increased risk levels. For instance, we are working with the new data from the 2015 NYSESLAT results to implement the needed instructional academic intervention and support to our students.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

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

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

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

We noticed across grade levels that the majority of our entering/beginner ELLs are in the 11<sup>th</sup> and 12<sup>th</sup> grades due to students coming from their native country at this grade level without any new language knowledge, but they are moving to the emerging and transitioning level of language. In general, 9<sup>th</sup> grade level students are the group who tested out of the NYSESLAT.

Patterns across performance levels reveal that when students are taking exam in their home language, they are receiving more positive results than when they are taking the tests in English. As newcomers, they are able to perform higher in their native language.

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?

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

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

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

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

## Part IV: ELL Identification Process

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

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.

Step 1: Administration of Home Language Identification Process (HLIS) this includes an interview with the student and parent to determine the student's home language. Therefore, a combination of the interview and responses to the questions on the HLIS determined the home language of the student. If the student's home language is English, the identification process terminates at this step.

Step 2: The determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL). A more in-depth interview with the student should take place at this step. For example, interview the student in both English and the native language and the review of student's prior school work in reading, writing, and mathematics, in both English and the home language.

Step 3: The administration of the NYSITELL within 10 days of student admitted.

Step 4: The administration of the Spanish LAB to newly identified ELLs whose home language is Spanish.

Second at the step 2, Ms. Sanchez conducts a more in-depth interview with the student, reviews his/her school work (if available or she asks the student to write a one paragraph of a specific topic) and review the IEP (if applicable), in order to determine NYSITELL eligibility.

In addition to the steps mentioned within 5 school days of a student being identified as an ELL The ENL coordinator will send written letters to parents/guardian to notify the ELL identification determination in their indicated preferred language. It also will include the parents' right to seek a review of ELL identification determination, the child's English language proficiency level, and information

regarding the parent orientation session.

It is also important that student must be identified in an appropriate ELL program within 10 school days of enrollment.

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).

SIFE Identification Process within 30days

- The ELLs coordinator will administer the oral interview questionnaire
- For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, she will administer the Literacy Evaluation for Newcomer SIFE (LENS)

Ms. Sanchez will also make sure the initial SIFE must be displayed in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, we have up to one year to make a final determination of SIFE status. This status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

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).

If we have a newly student with an IEP and Home language is other than English, The Language Proficiency Team (LPT) formed by our ENL teacher, the student's parent, Ms. Cantor who provides related services, and Mr. Iton the AP of special education review evidence of the student's English language development.

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.

After identification process, we send letters to parents notifying them that the student is in our program (those who scored low). If the student has a high score, we send a non-entitlement letter. We provide this letter in the native language and in English. Ms. Ana Sanchez, our ELL Coordinator, is the person responsible for this process.

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).

Ms. Ana Sanchez, our ELL Coordinator, sends letters in the parents preferred language. We explain within five of the student enrollment via this letter that parents can appeal if they disagree with the results, and that they have 45 days from the initial identification in which to do so. We keep records of this letter in the child's permanent record, accessible to any person from the DOE or parent who wants to review it.

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.

When parents arrive with their students for the initial intake, they are greeted by either our Parent Coordinator, Ms. Zoraida Torres, or our ELL Coordinator, Ms. Ana Sanchez. At this point we are able to explain the program in English or Spanish and to offer and show online videos with explanation in most languages about the three programs New York City offers to ELLs. If the parents can not stay or are not available, our Parent Coordinator will reach out to set up appointments for orientation and explanations of the program choices within five school days.

At these interview we explain the three programs for ELLs that New York City Public Schools have. Within five days of school we send letters requesting the parents choice of program. Parents have the right to choose which type of program they want for their student, according to the three programs we described. Also, we show a video of the three program during the orientation. We know that the Bilingual program is the default program if there is no response by the parent.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Within five days of school we send letters requesting the parents choice of program. Parents have the right to choose which type of program they want for their student, according to the three programs we described. Also, we show a video of the three program during the orientation. We know that the Bilingual program is the default program if there is no response by the parent. Please note that we send these letters in home language so that parents can fully understand their options.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

We make phone calls and send letters requesting the form back to school. The letter is in the parents preferred language, and the phone call is with translation.

9. Describe how your school ensures that placement parent notification letters are distributed.

We ensure that we send the letter as soon as the parent completes the interview, so that the parent can receive the letter and return within a set period of time. Letters are in parents preferred language and Ms. Ana Sanchez, our ELL Coordinator, sends this letter out

within five school day. The letter is sent out after the result of the NYSESTELL so that the parent can know the level of the language and placement.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
We place all important documentation in the student culm folder. Also, the ELL program has its own file cabinet where we retain these documents.

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 four components of the NYSESLAT are give in the following manner: the speaking component is the first part, and is done by a teacher who is NOT the ELL teacher. Listening, Reading, and Writing components are given over three consectuive days. For example, part I, part II and part III, are given according to the new formal of the NYSESLAT.

We print out the report RLER in osder to make sure that all students who need this exam are present on this day. If they are absent, we reach out via pohone to try and get them in. We also send letters. We have make up days too for students who did not come in the part of the exam.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
We send letters to the parents of students with commanding level stating that the students have exited the program but are still entitled to support for two years, 90 minutes a week for services Ms. Ana Sanchez, our ELL Coordinator, sends these letters in a timely fashion and in their preferred language. We send letters using the format of the DOE ELL parent notification..
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trend in parent choice has remianed a contant at the Bronx School of Law and Fiannce. The proam that the parents are choosing the most is the ENL model, and our school is aligned to these requests. We maintain the Parent Survey forms and Program Selection forms in the student's permanent and ELL files in 768 and the binder in the principal's office. Since the overwhelming selection is for our ELL program, we plan our future programs to accommodate all ELL classes that will service our students in compliance with CR Part 154

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction 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 are delivering the services in Integrated instruction for grades nine and ten in ELA class. We also have the Transitioning and Expanding level in their Science content class. For eleven and twelve we do this in their ELA class. The standalone classes are offered in a double block for the entering and emerging levels every day, with the ninth and tenth grade students together and the 11<sup>th</sup> and 12<sup>th</sup> grade students together.

- 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)?

Our entering students get 540 minutes a week, through two stand alone units, and one integrated unit. Our emerging students only need 360 minutes, but we provide 540 minutes to those students as well. Our transitioning students receive 180 minutes a week in content and standalone, and our expanding students receive the same but in content only.

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.

We deliver ELA instruction in English, but we do use Native Language supports in the other Core content areas. We use a different strategy and method to reach these students' specific needs. Basically, we do the integrated model with native language support in ELA and in content area. Also, the ENL teachers support ELLs in the content area, again providing integrated services plus also during tutoring using native language materials and resources.

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

In our stand alone classes students are asked to write in both English and their native language as assessments.

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

Our standalone ELL classes address assessment in all four modalities. We ensure that we allow the proper time for students to develop reading, writing, listening, and speaking. From the results of the NYSESLAT, we analyze which areas the students need to improve on for honing their language skills. For example, if a student had a lower score in writing, we know that we need to concentrate more in that area. Ms. Sanchez and Mr. Perez, our ELL teachers, create portfolios, and at the end of the marking period, they check to see if they have improved in those areas of their portfolio.

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

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

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

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

Students who are commanding level are still entitled to receive services for two years after testing out, including 90 minutes a week of ELL instruction.

We differentiate for all our students depending on their needs. SIFE students, for example, might need more time on task, and Emerging students might need more native language support. Testing accommodations for all students, from SIFE to Commanding, are maintained by all members of our school community.

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.

We meet with any students in this situation and speak with them about their feelings on the re-identification. If we have a student who has left the state for more than two years, we retest them for possible placement in the ELL program. Re-identification can be from a teacher, from a parent or guardian, or from a student who is 18 years old. The school initiates the process if any of these people request such. The re-identification must also be completed within ten school days.

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?

Chart

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

Further, our teachers meeting regularly to discuss implementing strategies for the Common Core across all curricula and all-skill levels, and focus on skill-building in reading and writing for all students. Through professional development sessions on ELL and Special Education as well as through meeting time, teachers have discussed and implemented such strategies as scaffolding, vocabulary work, outlining, using charts and graphs and manipulatives, etc. Additionally, teachers have used different approaches to classic literature, such as a comic-strip version of Romeo and Juliet for lower-level readers, and books-on-tape (with students following along in the texts) for auditory learners. The ELA teachers are working closely as well with the ELL teacher in order to accommodate student native language support. They are also, in conjunction, with the ELL teacher, using different tools to align to the Common Core.

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

### 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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE	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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(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.

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

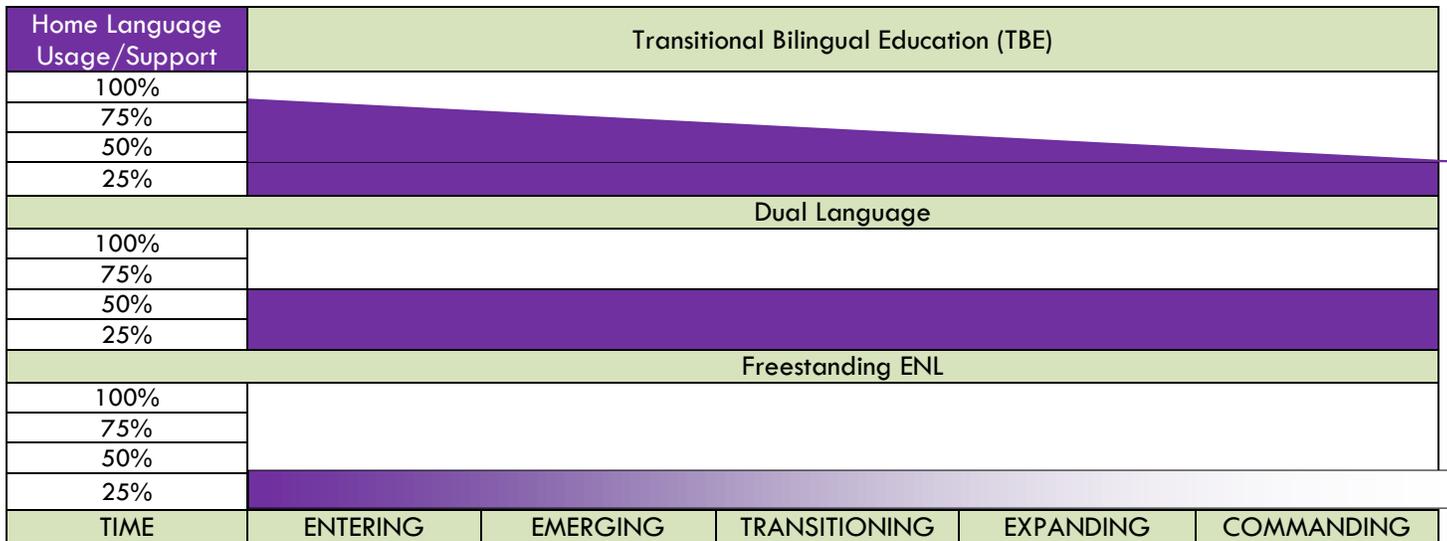


\*Note: “other approved services” does not apply to New York City at this time.

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.  
Our targeted intervention program for ELLs in the area of ELA and Social Studies involves as many of the following as our ELL students need: books provided in Spanish that match what students are currently reading in their ELA and Social Studies classes, dictionaries, graphic novels, books on tape, use of graphic organizers, tutoring, and targeted one on one assistance with writing. In the area of Math, our ELL students receive additional tutoring as needed, and differentiated assignments on an as-needed basis. In Science, our ELLs have the use of dictionaries and graphic organizers, reference guides, and lab books in native languages which we provide, and tutoring.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
One of the positive things about our ELL program is that our staff is very professional, and our ELL Coordinator has an open communication with them about ELL students. They discuss how they can BOTH work in order to make sure that students can make improvements in the necessary skills. They discuss strategies and support. For example, if the student is a Beginner, the content teacher finds a way to provide the same material in the native language in order to support comprehension and meet the student's needs.
12. What new programs or improvements will be considered for the upcoming school year?  
In our dedicated ELL room, a brand new Smartboard was added in addition to a computer cart. We are now using the Rosetta Stone, and we have added the Spanish Club and the Multicultural Club (and Multicultural Night!) to encourage more appreciation of ELL students and their cultures. Additionally, we added Advance Placement Spanish, and have a Spanish Honor Society.
13. What programs/services for ELLs will be discontinued and why?  
None--we do not plan to discontinue any ELL services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELL students have equal access to all school programs. ELLs can take advantage of our before or after school tutorial and Law and Finance academies. Success for our ELL students also increases as they become exposed to the unique and outstanding programs that we offer here. We have an actual courtroom and participate in Moot Court and Mock Trial competitions. We have a financial room with a trading floor. We offer trips to college and other places in New York, and also have an outstanding mentoring and internship programs. All this in addition to clubs, activities, and sports.
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.  
The ELL classes utilize instructional materials specifically designed to prepare for the HYSELAT examination. Technology is used to support our ELLs--they have Smartboards in every room, including the ELL classroom, laptop carts, and they also use Rosetta Stone. We use native language materials to help support students with their grasp of the content, such as a Spanish version of the English novel "Speak," and we also emphasize vocabulary for all content classes so that the students are more confident in their content classes. Also, a Spanish library is available in the ESL classes which includes novels, short stories, anthologies, etc.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Our ELL Coordinator and teacher, Ms. Ana Sanchez, is bilingual in English and Spanish and gives native language support while in class and in testing. We currently have a classroom library with Spanish literature books, and all ELL students are provided with Spanish/English dictionaries which they may use in their content classes. Additionally, many of our teachers are fluent in Spanish and they provide native language support as well.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All required services and resources correspond to the ELL students' ages and grade levels. Grade level is determined through using 8th grade reading and
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).  
We have an orientation for our ELLs and their families. We also host a summer program with learning and also visiting sites in New York City to build familiarity with their new home and comradery with their peers.
19. What language electives are offered to ELLs?  
Latin
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.)  
 Our ELL Coordinator, Ms. Ana Sanchez, attends many Professional Development sessions during the summer and the year, such as a five day workshop on Common Core and Native Language Arts. This was very helpful because most of our ELL students are Latino, and there were strategies on using the Common Core shifts and alignment using both versions of the Common Core. She also takes part in a number of PD sessions through the UFT, our Region, New Visions, etc. She also recently went to a two-day workshop on SIFE. Another workshop, Writing to Learn, supported the results of our assessment where students needed to focus more on writing. She then turns this information to our staff. These workshops happen twice a semester, in addition to at the beginning of the year, and over the summer. We meet the minimum hours of training through this, and our ELL Coordinator has also attended separate Special Education workshops through the Region. We share NYSESLAT data and modifications with our teachers, as well as Common Core workshops which can be used to help our ELLs get acquainted with Common Core requirements.  
  
 We make sure too that all members of our school community are also receiving regular ELL professional development. We have sessions both in the school and outside for our Assistant Principals, teachers, paraprofessionals, Guidance Counselors, and our Parent Coordinator. Even our Principal has attended Professional Development regarding the school's ELL population.
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?  
 Our ELL teachers participate in a number of off site PD opportunities, hosted by New Visions and the City on how to best serve our students. Our ELL teachers attend professional development not just on CR154, and on Common Core, but also on how to best serve students who are ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
 The whole staff tries to get to know these students better, to learn about their culture, preferences and learning styles. They do this in order to make students feel more comfortable in this new environment. We have a number of professional development opportunities so that all our teachers know how to differentiate instruction and how to best meet the needs of our ELL students.
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.  
 We host regular PD instruction for our non-ELL teachers in ELL related areas in order to ensure their competence in working with ELL students. Our ELL teachers take part in a number of PD opportunities offsite in order to support their professional growth and meet this requirement. To meet the CR154 regulation, we make sure that our ELL teachers have 50% of their professional development total hours regarding ELLs, and strategies and methodologies. Also, we keep these hours on record, using the format of professional development records, keeping agendas and attendance for those PDs.

### 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?

Parents are invited to two meetings a year for ELL only information. They are also invited in for individualized conferences to inform them about their ELL child's academic progress. We make sure that once a year we have individual conferences with each parent of ELLs in order to inform them of their child's academic progress. Also, we have an orientation meeting where we make sure that all teachers meet with parents of ELLs. In addition, we make sure that we have translation services, and are honoring the parents' preferred language.

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.

We keep a record of their attendance at these meetings in Skedula and also in our files. We make sure to accommodate parental needs, such as language translation. We make phone calls and send letters home, and keep all of the records of these meetings. Ms. Ana Sanchez, our ELL Coordinator, is responsible for this outreach.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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

5. How do you evaluate the needs of the parents?

We keep an open line of communication with our parents through school meetings, mailings, and teacher and guidance conferences. Our Parent Coordinator, Ms. Torres, keeps in touch with parents to target needs or concerns, as does our ELL Coordinator, Ms. Sanchez. We also make sure that all forms, letters, outreach, etc., are in the proper parent preferred language. Our Parent Coordinator always contacts the parents directly and assists them in what their needs might be.

6. How do your parental involvement activities address the needs of the parents?

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

### 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:



**School Name: Bx School of Law and Finance**

**School DBN: 10x284**

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)
Dr. Jessica Goring	Principal		1/1/01
Lisa Coxson	Assistant Principal		1/1/01
Zoraida Torres	Parent Coordinator		1/1/01
Ana Sanchez	ENL/Bilingual Teacher		1/1/01
Paula Parra	Parent		1/1/01
Emmanuel Perez/ESL	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Aura Burgos	School Counselor		1/1/01
Juan Mendez	Superintendent		1/1/01
Dr. James Brown	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

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

### 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.learn DOE.org/tiu/lac](http://www.learn DOE.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

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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.

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

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

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

## Part B: Creating a Communications Calendar

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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.)

We distribute a number of items to families each year, which we translate: calendars, letters home, even room locations during Open School or options during Orientation or Curriculum Night. Our phone blasts too are translated.

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.

We had Curriculum Night on September 30<sup>th</sup>, and will have open school Night and Afternoon in November and March. Additionally, we have Parent meetings every month, and also community events, such as Multi Cultural Night in December, College Night in November, Fafsa Night in February, Awards Night in June, Parent Prom in May, etc. All have translation provided.

## Part C: Providing Language Assistance Services

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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.

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

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.

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

## Part D: Training Staff on Policies and Procedures

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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.)

We have meetings in the very beginning of the year on how to do this. All of our letters are translated, as are our phone calls. We utilize the services of our Parent Coordinator, and make sure that all our teachers know who can help them with communicating with parents who speak languages other than English. The ENL teachers are also readily available for translation.

## Part E: Providing Notice of Language Assistance Services

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

## Part F: Monitoring and Quality Control

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

parent survey, open meetings, discussions.