

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

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

**09X505**

**School Name:**

**BRONX SCHOOL FOR LAW, GOVERNMENT AND JUSTICE**

**Principal:**

**JOHANIE HERNANDEZ**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

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

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Bronx School for Law, Government & Justice School Number (DBN): 09x505  
Grades Served: 6-12  
School Address: 244 East 163<sup>rd</sup> Street  
Phone Number: 718-410-3430 Fax: \_\_\_\_\_  
School Contact Person: Michele Phillips Email Address: Mphillips15@schools.nyc.gov  
Principal: Johanie Hernández  
UFT Chapter Leader: Kimberly Felder  
Parents' Association President: Augustine Rosa  
SLT Chairperson: TBD  
Title I Parent Representative (or Parent Advisory Council Chairperson): TBD  
Student Representative(s): Essence Jackson  
Angie Rosa

**District Information**

District: 09 Superintendent: Fred Walsh  
Superintendent's Office Address: 333 7<sup>th</sup> Avenue Manhattan, NY 10001  
Superintendent's Email Address: FWalsh@schools.nyc.gov  
Phone Number: 212-356-3739 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Johanie Hernández	*Principal or Designee	
TBD}	*UFT Chapter Leader or Designee	
Augustine Rosa	*PA/PTA President or Designated Co-President	
Diannette Cuadrado	DC 37 Representative (staff), if applicable	
TBD	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Essence Jackson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Angie Rosa	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maria Marty	Member/ Parent	
Janil Dean	Member/ Parent	
Yeny Estevez	Member/ Parent	
Traceyann Guillaume	Member/ Guidance Counselor	
	Member/	
	Member/	

<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.

The Bronx School for Law, Government and Justice (LGJ) is the first Urban Assembly School (there are now 23 UA schools across the Bronx, Brooklyn and Manhattan). At LGJ we believe in student-centered learning as is evidenced in our LGJ C.H.A.R.G.E.

Our teachers regularly reflect and refine their instructional practice. To that end, in classrooms administrators expect to see teachers(QR Indicators);

- Create multiple opportunities for questioning that go beyond recall and recognition (3B)
- Create opportunities for students to engage in rigorous student-to-student discussions (3B)
- Design lessons that allow for multiple entry points for all learners (3C)
- Monitor student learning by creating lessons that allow for multiple checks for understanding (3D)
- Use common **routines** around how we agree and disagree (2C, 3B, 3D)

Each year the action steps grow out of classroom observations, through an analysis of ADVANCE for trends in practice across the school. We analyze student performance data and develop action steps for our teacher teams and across the school. Each summer we meet with key stakeholders to review the associated data and student outcomes in order to revisit the action steps connected to the goals, devise our theory of action and instructional focus. We share this information with the staff at the opening PD and then meet with department and grade team leaders to develop action plans that align to these enduring goals and connect to the action steps. This year's action steps are rooted in improving;

- assessment practices
- our 4 year graduation rate
- Common Core Instruction and preparation for Common Core Regents
- our ability to meet the needs of our SWD's and ELL's

### LGJ Instructional Focus 2015-2016

#### **Achieving with Data:**

#### **Using data to respond and meet the needs of our learners**

#### School wide Theory of Action

**IF** the professional learning community works together to regularly monitor performance data and uses that information to make decisions that support students' social, emotional and academic development, **THEN** all students will be prepared to meet the rigors of college and career.

**Teaching and Learning Theory of Action:**

• **IF** we implement high quality assessments aligned to standards and engage in the ongoing collection and analysis of the learning and teaching process, **THEN** we will make responsive adjustments to instructional planning and delivery and meet the needs of our learners.

• **IF** we ensure that every lesson is standards-based, rigorous, and tailored to the needs of our learners, **THEN** we will accelerate student learning for all of our learners and students will meet or exceed the demands of the common core.

Area of Focus	Instructional Priority	Philosophy	Evidence of Practice
1. Curriculum	<ul style="list-style-type: none"> <li>• Create and Revise Common Core Aligned Unit Plans</li> <li>• Create Common Core aligned engaging lesson plans.</li> </ul>	Curriculum Maps, Unit Plans, Lesson Plans and all of their components (assessments, supports, etc.) are living documents that inform what is learned, how it is learned, and how we measure that students have learned	<ul style="list-style-type: none"> <li>• Tri-State Reviewed CC Aligned Units</li> <li>• CC Aligned Lesson Plans</li> <li>• Curriculum Maps</li> <li>• E or HE practice on Components 1e and 1a</li> </ul>
Pedagogy	<ul style="list-style-type: none"> <li>• Use of Criteria for Assessment to provide clear and specific feedback to students.</li> <li>• Checks for Understanding throughout the lesson</li> <li>• Design Lessons that allow for multiple entry points for all learners.</li> <li>• Create opportunities for students to engage in rigorous student-to-student discussions.</li> </ul>	Pedagogy and assessment are closely linked. Therefore, teachers must design a variety of learning experiences aligned to learning outcomes that enable them to gather evidence about where learners currently are in their learning. The evidence is used to provide feedback and adapt teaching to meet learner needs.	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• E or HE practice on component 1E, 3B, 3C, 3D</li> <li>• Feedback on student work products (verbal and written)</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Data Trackers</li> <li>• Assessment Analysis Action Plan</li> <li>• Student goal setting/Self Assessment</li> <li>• Standards Aligned Readiness Exams</li> </ul>	The collection and analysis of assessment data provides the evidence the teacher needs to improve teaching and learning for individuals and groups. Accurate interpretation of the data enables teachers to understand where learners are in the learning and to set goals and plan next steps for instruction.	<ul style="list-style-type: none"> <li>• Standards Aligned Data Trackers.</li> <li>• Assessment Analysis Action Plans.</li> <li>• Response to data tools, lesson plans, assessments.</li> </ul>

	<ul style="list-style-type: none"> <li>• Standards aligned assessments</li> </ul>	<p>This analysis inspires us to ask: "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?" "Is there a way to teach the subject better, thereby promoting better learning?"</p>	<ul style="list-style-type: none"> <li>• Students are able to articulate goals set.</li> <li>• Readiness Exam score matches State Exam scores.</li> </ul>	
--	---	---	---	--

### Department and Grade Team Work

#### **Theory of Action :**

*IF* teachers share their work and the results with each other, *THEN* they will be able to learn from each other's successes and draw upon the expertise of their colleagues around common challenges *AND* student learning will improve.

**Rationale:** In order to ensure that our students meet the demands of the Common Core Standards and are on track to graduate from high school ready for college, LGJ teachers will work together to design rigorous and coherent instruction for students aligned to the standards. The design of rigorous learning experiences aligned to the CCLS will lead to high quality teaching, which is the most powerful tool for helping our students reach these higher standards.

#### **Department Teams**

⊞ Will work together to analyze student work products and design high quality learning experiences that cognitively challenge ALL students by:

- Analyzing state of the department data and create department goals grounded on data.
- Designing, revising, and tri-state reviewing CCLS unit plans.
- Creating common subject-specific tools that will enable students to access learning in the content area and develop important content-specific skills and dispositions.
- Reviewing teacher work products as "Critical Friends" to ensure that they are coherent, rigorous and meet the needs of our learners.
- Analyzing lesson plans through the lens and provide feedback around our instructional priorities.
- Analyzing data tracker results, the assessments tied to those results, and make instructional decisions to increase student learning.

#### **Grade Teams**

⊞ Grade Teams will work to support and meet the academic needs of all of their learners to help them succeed in college and careers by:

- Establishing common routines for each grade level
- Engaging in Cycles of Action Research
- o Analyzing common assessment data (e.g. NYC Performance Exam in ELA)

- o Selecting a sub-group for each grade
- o Diagnosing and prescribing a solution to what the data shows by selecting a common intervention/response
- o Applying the common intervention and analyzing its effectiveness
- o Engaging in cycles of assessments (e.g. Monitoring progress, Making Adjustments

Drawing Conclusions, etc.)

- Examining the needs of the grade and provides grade-specific seminars/advisory workshops specific to the needs of the grade

Urban Assembly schools are grounded in the belief that in addition to building a strong curriculum deeply rooted in ensuring students are college ready, program and partnerships are the bridge to ensuring all students have an opportunity to succeed. To that end, LGJ offers students many opportunities to participate in activities that build personal character, provide growth opportunities in student areas of interest, and broaden the life experiences of our students.

LGJ partnership organizations for the 2015-2016 school year include;

- Banking on our Future
- Bronx Criminal Court Complex
- Bronx Defenders
- Bronx DA Office
- BuildOn
- Cents Ability
- Enlace
- GEAR UP/ Project Boost
- Lehman College
- New York Yankees
- Pfizer
- Planned Parenthood
- Proskauer Rose, LLP
- Scholars Educational Opportunities
- St. John's University

- Street Law/ Pfizer

- Summer Search

LGJ internship opportunities currently being participated in by students include;

- All Stars Project
- Bracewell & Giuliani
- Bronx Community Solutions
- Citizen's Committee for Children
- Dream Yard
- Hudson View Orthodontics
- Jewish Home
- Legal Aid Juvenile Rights Division
- Legal Outreach
- New York Urban Debate League
- Northface Day Care Center
- Oval Community Youth Program
- PS 35
- Project Boost

LGJ after school activities offered to students include;

- Varsity sports, including boys basketball, girls volleyball, and co-ed bowling (to name a few)
- Club level sports, including Cheerleading, girls basketball and middle school co-ed flag football, and Fitness club (to name a few)
- Musical opportunities, including A Capella, Verses and Flow and LGJ Band
- Dance opportunities, including Step Team and Blue Diamonds Dance Team

In the 2014-2015 school year we saw the following successes:

- Our 2014-2015 SQR results were overwhelmingly positive and indicated that our school was Well Developed in Instructional Core 1.1, 2.2, School Culture 3.4, and Systems for Improvement 4.2

Some specific findings from our SQR include:

- 1.1 Curriculum-

School leaders' and teachers' strategic planning ensures curricula aligned with the Common Core Learning Standards, school-wide instructional coherence, and an emphasis on rigorous habits and higher-order skills

- 1.2 Pedagogy-

Across grades and subject area classrooms teachers consistently implement instructional strategies and questioning techniques that engage students in appropriately challenging tasks and discussions.

- 2.2 Assessment-

Across the vast majority of classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school's curricula. Teachers use common assessments to determine mastery of standards and create a clear picture of student progress.

- 3.4 High Expectations-

School leaders consistently communicate high expectations for teaching and learning to the entire staff based on the Danielson framework for Teaching. The school also provides effective guidance and supports to students so that they can effectively meet the school's articulated expectations connected to college and career readiness.

- 4.2 Teacher Teams and Leadership Development

Structured teacher collaboration effectively and consistently promotes the implementation of the Common Core and has strengthened instructional capacity school-wide. Teachers and teacher leaders make key decisions that affect student learning.

Our key areas of focus for the 2015-2016 school year will include:

- Instructional Core indicator 1.2 Pedagogy " Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products" This was the one area rated Proficient in 2014-2015.

- Specifically, we will incorporate the feedback given (1.2) in order to focus on including multiple entry points and scaffolds in each lesson for diverse learners to participate in discussions and produce work that demonstrates their thinking, supports and extensions for higher achieving students.

- Our goal will be to improve supports for IEP student in particular to show outcomes that keep pace with Gen Ed students at LGJ.

- We will continue to prepare all students for college success by increasing our Common Core Math Regents outcomes and our 4 year graduation rate.

## 09X505 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	776	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	6	# SETSS	4	# Integrated Collaborative Teaching
				32
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	6	# Drama
				6
# Foreign Language	11	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	81.9%	% Attendance Rate		91.4%
% Free Lunch	84.1%	% Reduced Lunch		7.0%
% Limited English Proficient	5.7%	% Students with Disabilities		17.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		25.9%
% Hispanic or Latino	69.9%	% Asian or Native Hawaiian/Pacific Islander		1.8%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.8%	% Teaching Out of Certification (2013-14)		29.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		5.85
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	30.8%	Mathematics Performance at levels 3 & 4		28.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		43.5%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	69.3%	Mathematics Performance at levels 3 & 4		74.3%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	82.2%	% of 2nd year students who earned 10+ credits		77.0%
% of 3rd year students who earned 10+ credits	80.0%	4 Year Graduation Rate		77.4%
6 Year Graduation Rate	81.5%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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			
Met Adequate Yearly Progress (AYP) in Mathematics (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			
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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (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			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
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.

Mathematics Regents scores are the lowest level in the school. All though students enter our high school with 40-50% on grade level proficiency (Level 3+), they are not demonstrating college & career readiness, nor basic (65+) mastery of skills.

⊞ Common Core Algebra Regents Pass Rate: 2015- 35%, 2014- 34%

⊞ Geometry Regents Pass Rate: 2015 33%, 2014- 31%

These pass rates are compared to an overall pass rate of 61% this June and an 85% pass rate in ELA.

Additionally, our 2014-2015 Framework for Great Schools Report indicated Common Core shifts in Math as an area for growth as our score was a 15 and nearly 30 points lower than all other areas in the Rigorous Instruction category.

To that end for the 2015-2016 school year, we are engaging in the following:

- Subject area teachers in all core courses (Math, ELA, SS and Science) will develop Common Core aligned units of study with a goal of raising the percent of students graduating LGJ with College Ready scores in ELA & Math.
- Applying use of common Department-Specific Action Plan template
- Review of student data from content-specific State Exams.
- Analyzing the data from state exams and discussed implications for content-specific instruction and design.
- Incorporating text-based questions that generate student to student discussions in lesson plans.
- Ensuring class readings/text and level are aligned to CCLS for that grade
- Use of elevated accountable talk stems that help to facilitate student to student discussions.

### 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.

We will target students in Mathematics to provide more individualized supports through standards-based rigorous lessons, tracking students’ readiness levels and aligning student supports to data indicators with a projected outcome of improving NYS Common Core Algebra Regents scores by 10% in June, 2016.

In the 2015-2016 school year, we will strategically target students performing within 10 to 15 percentage points of college readiness indicators in HS ELA & Math with a projected outcome of raising overall College Readiness rates by 7%. This goal includes re-testing and prepping 8th grade students whose Accelerated Regents outcomes do not exceed the 80% target in Algebra.

**Part 3 – Action Plan**

<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:	<b>Target Group(s)</b>  <i>Who will be targeted?</i>	<b>Timeline</b>  <i>What is the start and end date?</i>	<b>Key Personnel</b>  <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change. 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.	IEP, ELL & Accelerated students	September 2015-June 2016	Instructional APs . Lead Teachers and Coaches
2. Students preparing for state exams will be provided additional test preparation after school and on Saturdays to further monitor readiness and provide additional supports for struggling students	Students identified as approaching or struggling to meet college readiness indicators for Regents	8 weeks prior to January 2016 & June 2016 Regents	Guidance Counselors/Regents Teachers, Instructional APs
3. Periodic Assessments will be administered quarterly, the first baseline assessment to be administered in September. Action plans and teacher-specific goals will be developed by each teacher based on baseline data analysis. Progress towards these goals will be monitored and teacher strategies adjusted based on subsequent periodic assessment administration and analysis.	IEP, ELL & Lowest third students	Quarterly: September, November, January and in March	Principal, APs, Data Specialist, Model Teachers

4. Align assessments to the common core, departments will share assessments, unit plans	Department Team members	Weekly meetings Starting September 2015- June 2015	Department Teams, Department Leaders, Instructional Coaches
---	-------------------------	--	---

**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.											
1. Instructional Coaches and Assistant Principals will provide face to face feedback on lesson incorporation of CCLS following informal observation and joint planning sessions											
2. Teachers Per Session and additional curriculum will be utilized for Saturday and Afterschool prep work											
3. Model/Peer-Collaborative Teachers will be used to support new and improving teachers during one on one and small group working sessions, model/peer-collaborative teachers will also invite new and teachers in need of improvement to peer intervisitation cycles											
4. Reduction in class sizes for 9 <sup>th</sup> grade Algebra, including the hiring of additional Math teachers											
<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		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.										
1. Each year LGJ completes a mid-year State of the School, State of the Grade and State of the Department three part series of data analysis and reporting out to students & staff. This analysis and sharing occurs in mid-February upon the receipt of final Semester 1 and January Regents outcomes., again after June Regents and Semester 2 outcomes and final update after August Regents and summer school outcomes.										
2. Data analysis via student trackers is also conducted after each periodic assessment cycle (quarterly) and will provide evidence of student preparedness and progress towards achieving proficiency in CCLS.										
3. Mock Regents/CCLS Exams in December 2015 and March/April 2016 will be administered to all students and data analysis will determine preparedness of students for upcoming assessments as well as provide instructional next steps for classroom and test prep teachers.										
4. Scholarship Data is reviewed quarterly to track course pass rates & credit accumulation										
<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 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.

On our 2014-2015 Framework for Great Schools Report, our overall score for Supportive Environment was a 70 and we showed strength in having Clear expectations communicated to students & staff, as well as low Chronic Absenteeism.

However, an area for improvement was in Personal attention and support for which we received a score of 17. Additionally, our next lowest score was in the social emotional measure for which we receive a score of 25.

To that end we will focus our efforts in 2015-2016 by using our school wide assessment cycle of Plan ◊ Execute ◊ Assess ◊ Revise in order to use data collected to inform our collaborative efforts toward intervening and providing student supports to students.

**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.

Grade Teams in collaboration with the attendance coordinator, counselors and social workers will examine the needs of the grade on a bi-weekly basis and provide grade-specific seminars & interventions that respond directly to the data trends observed by team members with a goal of increasing our Personal attention and support score by at least 5-7 points by June 2016.

**Part 3 – Action Plan**

<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:	<b>Target Group(s)</b>	<b>Timeline</b>	<b>Key Personnel</b>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other</li> </ol>	<p><i>Who will be targeted?</i></p>	<p><i>What is the start and end date?</i></p>	<p><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.			
1. During Grade Team Meetings (Wednesday afternoons) data will be analyzed in collaboration with guidance counselors and social workers to identify grade-specific seminars/advisory workshops to target specific student needs.	New, Developing and/or untenured teachers	Start: September 2015 End: June 2016	Instructional coaches/AP/Lead Teachers
2. Daily LGJ Blast (all staff email bulletin) will be used for daily reinforcement and communication of reminders and additions to common routines and rituals	New and New to the school teachers	Start: September 2015 End: June 2016	AP of Organization
3. Parent Coordinator will conduct monthly meetings with PTA to increase communication with families and to present new opportunities for families to participate in school community events	Parents and Guardians	Start: September 2015 End: June 2016	Parent Coordinator, Principal
4. Student Support Team will meet weekly with the Principal during which student attendance and disciplinary data will indicate the efficacy of common routines and rituals	At Risk students identified by attendance, referral, testing, credit and behavioral data	Start: September 2015 End: June 2016	Principal
5. Grade Team Meetings (Wednesday afternoons) will be used twice monthly to address common classroom routines. Professional development in classroom management best practices will be conducted by the Instructional Coaches, Lead Teachers and Assistant Principals of Instruction.	New, Developing and/or untenured teachers	Start: September 2015 End: June 2016	Instructional coaches/AP

**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.
1. Parent Coordinator position will be leveraged to increase parent involvement, engagement and overall family communication around new opportunities for family involvement and student supports
2. Instructional coaches and lead/experienced teachers will provide professional development opportunities in classroom management best practices
3. An additional social worker is hired for the 2015-2016 school year
4. Dean’s Office staff will present weekly/monthly reports on student removals and levels of student infractions

5. Assistant Principal for Organization will conduct weekly meetings with the Dean’s Office personnel to review quantity of student removals/referrals and levels of infractions to ensure a safe and secure learning environment.

6. Jupitergrades (online gradebook) will be used by faculty and Deans for up to the minute parent communication of student performance, behaviors and schoolwide notices. Quarterly comments will be emailed and mailed home as well as distributed personally to parents during parent-teacher conferences

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		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.

1. Quarterly analysis of attendance, scholarship by course/subject/grade level as well as social work observations and Jupitergrades logs of behavior and academic performance will be conducted to inform the selection and implementation of targeted seminars and interventions

2. Staff surveys will be administered quarterly to determine faculty self-assessment of implementation of common routines and rituals

3. Quarterly analysis of referral and suspension data will demonstrate reduction in classroom removals for low level infractions .

**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 evidenced in our 2014-2015 SQR, professional collaboration among teachers is a discernible feature of the Bronx School for Law Government and Justice. This aspect of the school’s culture is evident in the various teacher teams that exist in the school. Teacher teams include Department Teams, Grade Teams, Instructional Lead Team, Inter-visitation Team, Lead Teacher team and the Special Education Team. Although the work of each team is different in nature, the ultimate goal is the same for all: to meet the needs of all learners and ultimately equip them with the knowledge, skills and attitude required for college and career readiness. Each team understands that in order to meet their common goal they must share insights about pedagogy and create coherence across grades and subject areas.
- During the 2014-2015 SQR it was evident that LGJ has “embedded teacher team practices that effectively support school-wide instructional coherence and leadership.” Within teams the primary focus it is to move instruction from teacher-directed lessons to increased student participation. Additional findings indicated that “Distributed leadership structures are embedded across the school’s various teams. Teachers make decisions about use of strategies and texts to support student learning based on their discussion of strengths and needs they observe in their students’ work.”
- With teacher led department and grade teams, in 2015-2016 we will aim to incorporate the SQR feedback given (1.2) in order to focus on including multiple entry points and scaffolds in each lesson for diverse learners to participate in discussions and produce work that demonstrates their thinking, supports and extensions for higher achieving students.

**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.

In 2015-2016, our goal is to use the assessment cycle to design lessons and activities that meet the needs of all learners with specific attention to adding supports and extensions for ELLs , SWDs and higher achieving students with a goal of increasing our student outcomes on the NYS exams (ELA & Math) by at least 5% and increasing our 4 year graduation rate by 3-5%.

**Part 3 – Action Plan**

<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:	<b>Target Group(s)</b>	<b>Timeline</b>	<b>Key Personnel</b>
	<i>Who will be targeted?</i>	<i>What is the start and end date?</i>	<i>Who is responsible for implementing and overseeing the activity/strategy?</i>

<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ol>			
1. The Instructional Learning Team will create a PD Calendar that outlines topics to be covered during the year that aligns with school goals included in this document and will facilitate new teacher orientation. Particular focus will be spent on Differentiated PD cycles and self-selected professional learning opportunities	Incoming & Returning Staff	Start: July 2015 End: October 2015	Instructional APs
2. Department Teams will meet twice monthly to analyze student data, identify sub groups of students in need of support and create action plans with the goal of improving student performance	Department Teams	Start: September 2015 End: June 2016	Principal, APs
3. Department Teams will meet weekly to revise curriculum maps and unit plans to ensure CCLS shifts are addressed in lesson plans and that appropriate entry points for ELLs and SWDs are embedded in each lesson.	Department Teams	Start: September 2015 End: June 2016	Department Leaders & Instructional APs
4. Bi weekly Department/Grade teams will set norms for reviewing student work and for providing peer feedback following classroom inter-visitations	Teacher led Teams	Start: September 2015 End: June 2016	Instructional APs & Coaches
5. Lunch & Learn Workshops will be hosted in the Professional Learning Center	New and improving teachers	Start: September 2015 End: June 2016	Instructional Coaches, Lead teachers, Experienced staff

**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.											
1. Hiring of 4 lead teachers to model classroom best practices aligned to our school wide expectations and support teachers in planning and growth											
2. Departmental common planning time (twice weekly) and bi-monthly Professional Development sessions across grades 6-12											
3. Instructional Coaches will provide additional workshops on incorporating effective ELL and SWD supports as well as extensions for higher achieving students into daily lesson planning practice											
<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		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.

Survey Monkey will be implemented at least 3 times during the school year to poll the staff on their professional development interests, needs, and to provide feedback for improved professional learning opportunities.

Each year LGJ completes a mid-year State of the School, State of the Grade and State of the Department series of data analysis and reporting out to students & staff. This analysis and sharing occurs in mid-February upon the receipt of final Semester 1 and January Regents outcomes and again at the end of the school year following June Regents and Semester 2 outcomes.

A mid -year (January 2016) analysis of data and evidence collected during classroom observations will show levels of teacher effectiveness across grade/content areas

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

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

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

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

At the Bronx School for Law, Government and Justice all of our work is grounded in the C.H.A.R.G.E! (Collectively helping all to realize greatness everyday!). The C.H.A.R.G.E represents the vision and mission of our school. At our retreat in May 2014 we revisited the vision and mission with a specific focus on how it lives in our school from day to day. In May of 2015 at our staff retreat, we dug deeper to unpack the language of our C.H.A.R.G.E and identify where we as a school community can incorporate a “growth mindset” into that vision. Communication of the vision and mission is critical to ensuring the high expectations we have for our school community are clear and visible. We have established and implemented numerous systems for communication between all community members. The purpose of these systems is to communicate high expectations for staff, students and families on a regular and ongoing basis to ensure expectations are clear, understood and followed. Additionally, through our communication we are mindful to highlight achievement and growth of students and staff.

In the 2014-2015 SQR strong evidence was present of school leaders consistently communicating high expectations for teacher and learning to the entire staff based on the Danielson Framework for Teaching. Additionally there was an evident culture of mutual accountability for school leaders and teachers reflected in the observation and feedback process.

Current strengths in Effective School Leadership demonstrated in the Overall SQR rating of Well-Developed in 2014-2015 are:

- Clear and consistent communication across the school community
- Demonstrated high expectations for staff and students
- Evident distributed leadership

Area for improvement Indicator 1.2 (add in same language from above in collaborative teaching) , for 2014-2015 is translating high expectations and rigorous curriculum development into focused and strategic lesson adjustments to provide scaffolds and supports for all students.

To meet that end, the school leader has developed the following schoolwide theory of action to guide the year’s work:

***IF*** the professional learning community works together to regularly monitor performance data and uses that information to make decisions that support students’ social, emotional and academic development, ***THEN*** all students will be prepared to meet the rigors of college and career.

When specifically addressing Teaching & Learning in our school this year our theory of action which will guide all our instructional moves will be:

- **IF** we implement high quality assessments aligned to standards and engage in the ongoing collection and analysis of the learning and teaching process, **THEN** we will make responsive adjustments to instructional planning and delivery and meet the needs of our learners.

- **IF** we ensure that every lesson is standards-based, rigorous, and tailored to the needs of our learners, **THEN** we will accelerate student learning for all of our learners and students will meet or exceed the demands of the common core

In order to monitor and adjust our practices at LGJ ,we will implement a school wide assessment cycle of Plan ◇ Execute ◇ Assess ◇ Revise in order to use data effectively and consistently in all areas of our professional community.

## **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.

To engage the professional community in using data to make decisions that support students’ social, emotional and academic development as indicated by an overall increase in our 4 year graduation rate by 3-5%.

## **Part 3 – Action Plan**

<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:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ol>			
<ol style="list-style-type: none"> <li>1. Participate in the UA Principal Instruction Rounds</li> </ol>	Principal	July 2015-September 2015 and ongoing as needed	Urban Assembly
<ol style="list-style-type: none"> <li>2. Principal will conduct Professional Learning Walkthroughs with the Instructional Leadership Team</li> </ol>	New/Untenured/ Developing teachers	September 2015-June 2016	Instructional Leadership Team

3. Principal will meet weekly with the School Support Team, Attendance Coordinator and Subcommittees.	Under-credited, coverage, or at-risk students	September 2015- June 2016	Principal
4. Attend monthly PD Principal's Meeting with Urban Assembly focused on growth mindset and building teacher capacity	School Admin	Monthly September 2015 to May 2016	Urban Assembly

**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.											
1. School secretary to support calendar/scheduling of meetings in advance											
2. Assistant Principals and Instructional Coaches to provide appropriate coverage when Principal is out of the building											
<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		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.
1. Data from the Principal Practice Observation conducted by the Superintendent and formal/informal visits will be used to measure leadership efficacy.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

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

LGJ boasts a long standing commitment to strong family and community ties. Our theme of Law, Government and Justice offers us a unique opportunity to provide students with mentors, internships, course offerings and after-school activities all centered in our theme. Our professional dress code offers student an opportunity to look to a future in a profession of their choice.

Evidence of our success can be seen in our data which shows :

- Whole-school Attendance Year 2014-2015: 92.8%
- 86.8% graduation rate after six years (2014-2015)
- Above average credit accumulation as compared Borough HS’s: 82% vs 79% for 9th grade and 77% vs. 72% for 10th grade (2013-2014)
- College and post-secondary enrollment within six months of graduation highly outpaces city and Borough averages; 70% for LGJ vs. 51% city average and 41% Borough average (2013-2014)
- Solid Scores in Parent-teacher trust & Parent-Principal trust; 91% and 94% positive responses respectively (2014-2015).

After review of the 2014-2015 School Environment Survey, overall parents have the highest rate of approval (teachers, students, parents) with 86% overall positive responses. However, of all five frameworks rated in the survey, Strong Family & Community ties was the lowest rated at 71% positive responses and was 6% below the citywide average for this indicator. Parent Involvement in school related activities was one of the lowest rated questions.

Therefore, priority areas of focus for this year will include:

- Increasing opportunities for parent involvement and engagement in school community activities
- Increasing parent/family communication through Jupitergrades, direct parent calls, one on one meetings & regular publications/mailings
- Counselors, social workers, parent coordinator and partnership coordinator to develop a calendar of workshops and seminars that engage our diverse families including workshops on supporting English Language learning, computer literacy, strategies for completing homework, accessing online resources
- Connecting parents to outside organizations and community resources that provide educational, college & career services

## 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.

We will create learning opportunities for parents to be actively engaged in the school community in a way that furthers student achievement as evidenced by an increase of 5% in parent/guardian attendance at parent engagement events.

## Part 3 – Action Plan

<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: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ol>	<b>Target Group(s)</b>  <i>Who will be targeted?</i>	<b>Timeline</b>  <i>What is the start and end date?</i>	<b>Key Personnel</b>  <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Parent Coordinator will conduct monthly meetings with PTA to increase communication with families and to present opportunities for families to participate in school community events	Parents 6-12	September 2015-June 2016	Principal
Employ Jupitergrades to communicate school wide information, reminders, calendar events and policies	Students/Parents	September 2015-June 2016	Teachers, Admin, Staff
Parent Outreach by teacher and counselors to invite them to school events, and to provide feedback on student progress, as well as conduct one on one meetings as needed	Parents	September 2015- June 2016	APs, Principal
Connect parents to outside organizations and community resources that provide educational & college & career services	Parents of 8 <sup>th</sup> grade, Junior/Senior HS students	September 2015- June 2016	Counselors, social workers, partnership coordinator
Counselors, social workers, parent coordinator and partnership coordinator to develop a calendar of workshops and seminars that engage our diverse families including workshops on supporting English Language learning, computer literacy, strategies for completing homework, accessing online resources	Parents of ELL, IEP and struggling students	September 2015- June 2016	Principal

**Part 4 – Budget and Resource Alignment**

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

a. Parent Coordinator position will be leveraged to increase parent involvement, engagement and overall family communication around new opportunities for family involvement and student supports

b. Additional social worker hired

c. Three guidance counselors, one partnership coordinator

d. Teachers regularly update and communicate student progress, assignments and school information via Jupitergrades Online system

e. Phone Messenger used for reminder calls

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		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.

- By January 2016, 80% of our new 6<sup>th</sup> and 9th grade parents will be logged in and receiving weekly updates via Jupitergrades. 90% of returning Parents/students will be logged in and receiving updates.
- Attendance at Fall/Spring Conferences will be monitored and compared to previous years trends
- Attendance at parent events will be taken faithfully and will be reviewed quarterly to identify which grades/subsets of parents are attending/not attending and adjustments to communication and outreach will be modified

**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>	MS CCLS Exam Scores, DRP, NYS Regents Outcomes, Teacher Feedback, IEP Indicators, NYSESLAT Scores	Test Prep  Credit Recovery	Small group, one on one, after school courses	After or before school, during the school day and on Saturdays
<b>Mathematics</b>	MS CCLS Exam Scores, DRP, NYS Regents Outcomes, Teacher Feedback, IEP Indicators, NYSESLAT Scores	Test Prep  Credit Recovery	Small group, one on one, after school courses	After or before school, during the school day and on Saturdays
<b>Science</b>	MS CCLS Exam Scores, DRP, NYS Regents Outcomes, Teacher Feedback, IEP Indicators, NYSESLAT Scores	Test Prep  Credit Recovery	Small group, one on one, after school courses	After or before school, during the school day and on Saturdays
<b>Social Studies</b>	MS CCLS Exam Scores, DRP, NYS Regents Outcomes, Teacher Feedback, IEP Indicators, NYSESLAT Scores	Test Prep  Credit Recovery	Small group, one on one, after school courses	After or before school, during the school day and on Saturdays
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	IEP Mandates, Teacher Observation Data, Staff Referrals, Parent Requests, Student requests, Attendance and /or Scholarship Data	Anger Management Workshops  Social Work interns	Small group, one on one, after school courses	After or before school, during the school day and on Saturdays

## 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>LGJ employs rigorous hiring practices to ensure the best fit, high quality candidates for our school. Every interested candidate must submit a teaching portfolio including a resume and recommendation letters. Once reviewed using our portfolio rubric, the best candidates are called in for a face to face interview. Our interview panel includes the AP of Instruction for that content area, as well as department and grade team leaders. Additional staff members may also be called to serve on the hiring committee depending on the duties. A series of questions are prepared and scored on a rubric and reviewed by the committee following the interview. After the rubric evaluation, selected candidates are recommended to return and perform a demonstration lessons. Demo lessons are done in front of a class of our students. Students are given feedback forms so that we can get their opinions as well as we consider each candidates rating. Once we have a finalist, the Principal and AP do a final interview and review of the candidate's credentials.</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>Instructional coaches, APs, and our network provide ongoing support and training in the implementation of the CCSS</p> <p>This year during bi-weekly professional development time department teams are engaging in the following:</p> <ul style="list-style-type: none"> <li>• Applied use of common Department-Specific Action Plan template</li> <li>• Review of student data from content-specific State Exams.</li> <li>• Analyzed the data from state exams and discussed implications for content-specific instruction and design.</li> <li>• Incorporate text-based questions that generate student to student discussions in lesson plans.</li> <li>• Ensure class readings/text and level were aligned to CCLS for that grade</li> <li>• Use of elevated accountable talk stems that help to facilitate student to student discussions.</li> </ul>

- Incorporate strategies to allow multiple entry points for all learners. For example, common modifications embedded into units are graphic organizers for writing assignments, modified texts with defined vocabulary or built-in comprehension questions, and additional readings for students who are exceeding standards.
- Some departments have incorporated time in their department to share tips and strategies to incorporate discussion techniques or to common core align specific sections of their units and/or lesson plans.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

### Part 4: SWP Schools Only

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

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

n/a

#### 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.

n/a

#### 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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<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.

### **Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The **Bronx School for Law, Government & Justice** in compliance with the

Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. The **Bronx School for Law, Government & Justice** will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), 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) Template

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

### **I. School Responsibilities:**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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>The Bronx School for Law, Gov.</u>	DBN: <u>09x505</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>50</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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>3</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>2</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

-  
Our supplemental program at 09x505 is designed to promote and develop reading and writing skills for all of our English Language Learners. We strongly believe that reading and writing skills are imperative for academic success. Our program is designed to use an appropriate skill-based curriculum that will allow our ELLs to develop their language skills in a variety of academic contents. The curriculum will be adapted to the Common Core ELA standards. Our focus on reading will include a variety of non-fiction texts that will provide an opportunity for students to build their skills. This includes acquiring the use of academic vocabulary, annotation, close readings, identifying important concepts and events, and building background knowledge. Our writing component will develop our ELLs' skills in non-fiction pre-writing activities, paragraph development, and the revision process. The purpose of this work is to support students and help them demonstrate improvement in their content classes.

Our supplemental program will take place on Saturdays during the 2014-2015 school year. These classes began on November 8th and continue until December 20th. Saturday classes will resume again on January 10th and will continue until June 13th, 2015. The program will take place between 9:00 am – 1:00 pm. Our supplemental program will focus on two subgroups of ELL students in grades 6-12.

Students will be recognized as beginner/low intermediate or high intermediate/advanced. Students will be identified based on their designated NYSESLAT score, or if they are a new student, the NYISTELL, in combination with their Regents score (if available). In reviewing these pieces of student information, students will be assigned courses designed to help them prepare for required Regents Exams. From November- December students will be placed in Algebra. Beginning in January students will begin to be offered United States History in addition to Algebra. The rationale for this decision is that Algebra and U.S. History are regularly the subject areas our ELL students have the most difficulty passing.

Content area teachers will include Mr. Young (Math 9-12 certification), and Mr. Connolly (History 9-12 certification). ESL teacher, Mr. Johnson, will provide ELL support through co-planning, and co-teaching. Teachers will provide instruction in these courses through use of New York State Regents prep books in the subject areas described above.

The instruction will be provided will be one hundred percent of instruction in English.

-  
-  
-

## 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: \_

-  
Our ESL professional development program at 09x505 is designed to ensure that teachers are

## Part C: Professional Development

continuously learning and receiving information about the most effect practices for our ELLs. The school strongly believes that all teachers need to understand the complex components behind teaching ELL students. This includes a foundation of understanding the theories of second language acquisition, the best practices for teaching ELLs, and analyzing and reflecting on our ELL data from state and local assessments.

All teachers, grades 6-12, will have the opportunity to take part in professional development. On February 2, 2015, teachers will spend a half of a day (8:45 am – 12:00 pm) learning about the theories behind second language acquisition. This will provide teachers with insight into our ELLs' experiences as second language learners. The professional development will also include reviewing ELL data from the 2013-2014 school year. We will analyze trends on the NYSESLAT and Regents assessments. After that, we will establish some norms that teachers can implement in their classrooms to ensure that the best practices for ELLs are being used in all classrooms. Our second professional development will take place on June 4, 2015. Again, we will spend half of a day (8:45 am – 12:00 pm) revisiting our data trends and determining how implementing teaching practices has influenced the learning of our ELLs. Since this professional development is towards the end of the academic school year, we will goal set for the 2015-2016 school year and review more data from January 2015 ELL Regents exams. Both days of professional development will be led by our ESL teacher, Ms. Johnson, Ms. Coleman of the Special Education Department and our Instructional Coaches, Mrs. Boakye Dattey, Mrs. Robinson and Mrs. Clarke.

The professional development plan provided at 09x505 around ELL's will take place the following dates, times and on the following topics;

Topic 1: ELL differentiation

Date: Mondays, Wednesdays, Fridays (include start and stop dates)

Time: 6th Period (12:34 pm- 1:23 pm)

Name of Provider: Ms. Johnson

Audience: English Department (7 teachers)

-

-

Topic 2: ELL using assessment in instruction

Date: Mondays, Wednesdays, Fridays (January 5 th - Febraury 6 th)

Time: 6th Period (12:34 pm- 1:23 pm)

Name of Provider: Ms. Johnson

Audience: English Department (7 teachers)

-

Topic 3: ELL questioning and discussion techniques and looking

Date: Mondays, Wednesdays, Fridays (February 9 th - March 23 rd )

Time: 6th Period (12:34 pm- 1:23 pm)

Name of Provider: Ms. Johnson

Audience: English Department (7 teachers)

-

Topic 4: Supporting ELL's non-fiction skills in reading and writing

Date: Mondays, Wednesdays, Fridays (April 6 th - June 5 th )

Time: 6th Period (12:34 pm- 1:23 pm)

Name of Provider: Ms. Johnson

Audience: English Department (7 teachers)

-

Topic 5: ELL looking at student work and giving actionable feedback

Date: Mondays, Wednesdays, Fridays (November 3 rd - December 22 nd )

Time: 6th Period (12:34 pm- 1:23 pm)

Name of Provider: Ms. Johnson

Audience: Mr. Connolly and Ms. Young

-

**Part C: Professional Development**

-  
-  
-  
-  
-  
-  
-  
-

**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: \_

-  
Our school values parental involvement, which we believe is a key factor to ensure ELL success. We believe that investing parents into the schools creates an environment of teamwork that leads to student success.  
We will host one five week session for our parents of ELL students. Each will last for duration of five weeks. During the spring semester, classes will be held on January 21, February 11, March 4 and April 22. All sessions will be held from 4:00pm to 7:00pm.  
Topics covered will include college preparation, understanding the school-wide grading policy, homework follow up and learning best practices for supporting their child's academic success. One hour of each session will be dedicated to teaching and helping the parents use our school based technology systems, such as our online gradebook JupiterGrades. Additionally, we will help parents set up an email account and have parents access their children's accounts.  
This five week session will be led by Mrs. Smallwood, parent coordinator and PA co President Mildred LeBron, who will translate for Spanish speaking parents. Information on these meetings will be communicated online through JupiterGrades and by backpacked letters home.  
\_

**Part E: Budget**

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

Allocation Amount: \$\_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	-	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum</li> </ul>	_____	_____

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
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>	=====	=====

**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>09</b>	Borough <b>Bronx</b>	School Number <b>505</b>
School Name <b>Bronx School for Law, Gov't &amp; Justice</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>Johanie Hernandez, (I.A.)</b>	Assistant Principal <b>Max O'Casey</b>
Coach <b>Yvonne Clarke</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Cynthia Glass</b>
Teacher/Subject Area <b>Mercedes Urena/Spanish Teacher</b>	Parent <b>Augustine Rosa</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Mildred Smallwood</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Frederick Walsh</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>1</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>0</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>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>772</b>	Total number of ELLs	<b>41</b>	ELLs as share of total student population (%)	<b>0.00%</b>
--	------------	----------------------	-----------	---	--------------

# 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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
<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					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	29
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	13	Long-Term (ELLs receiving service 7 or more years)	22

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	6		2	13	1	10	22		17	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: \_\_\_\_\_

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							8	10	5	10	5	1	2	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French								1						0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							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)										2	2	1		0
<b>Emerging</b> (Low Intermediate)							1		1	1				0
<b>Transitioning</b> (High Intermediate)									1	2			1	0
<b>Expanding</b> (Advanced)							7	10	3	6	6	1	2	0
<b>Commanding</b> (Proficient)							4	3	2	2	1	1	1	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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							4	3	2	2	1	1	1	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	3			0
7	6	4			0
8	4	1			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	5		1		1		1		0
7	4		6						0
8	5								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	2		0	
Integrated Algebra/CC Algebra	7		2	
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science	1		0	
Living Environment	7		0	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	3		1	
Geography				
US History and Government	2		1	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 

As we are a 6-12 school, all students participate in the DRP Core Comprehension Test to measure each student's ability to read and understand increasingly complex texts. Data from this assessment provide teachers with the most difficult texts a student can understand with 90 percent or higher comprehension. The assessment also indicates which students are reading at, above or below grade level and within what grade band they are currently reading so that teachers can provide level appropriate texts, supports and intervention strategies. Additionally, this year all students grade 6-12 are being assessed twice yearly using the NYC Performance Assessment in ELA.

In September, ELL students take teacher made assessments that provide baseline data for reading, writing, speaking and listening skills. Periodic Assessments are given three times per year to monitor ELL student progress on each strand.

Daily formative and regular summative assessments are used to track student progress relative to learning objectives. Teachers analyze data to gain a deep understanding of student content and skill levels and create instructional next steps based on what the data tells them.

Data provides insights on reading levels, reading comprehension, writing skills, grammar, syntax, sentence and paragraph construction as well as listening and speaking skills. Instructional next steps are based on data analysis of where students are relative to where they need to be. Instructional next steps will address all student ability levels and will inform text selection, appropriate scaffolds, student groupings and selected strategies.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

The patterns in students' results in the four modalities across the proficiency levels and grades are as follows: the students are scoring higher in listening, speaking and reading than in writing on the NYSESLAT. The students are developing their competence in Basic Interpersonal Communication Skills (BICS) at a rapid pace. Using the city and state assessment data, it indicates that their Cognitive Academic Language Proficiency (CALP) is not yet at par. Based on the NYSESLAT data, writing is the modality in need of the most improvement.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

This data will affect the instructional decisions that we make. The implication for instruction is that our curriculum has to foster skills in reading writing across the content-areas. The 2015 NYSESLAT data indicates that our students are weak in writing. To move students who are weak in writing to the next level, we use the following strategies: shared writing, teacher modeling of writing, the writing process, differentiation of instruction, using data to drive instruction, ongoing assessment, graphic organizers, small group guided instruction, and peer conferences. Our school wide professional development plan has in mind our ELL students. As such, all teachers are engaging in inquiry studies around differentiated instruction as well as the creation of meaningful and targeted classroom assessments

Our AMAO tool reveals that our ELLs, although the majority of whom are performing at the Expanding level on the NYSESLAT, still remain at highlevels of risk with 63% at a level 5 or higher on the at risk chart. Using this data, we make sure that counselors and grade teams are available of the at risk level of students, their progress throughout the year is monitored by teachers and counselors. As a grade team, classroom strategies are researched and implemented to support the students identified as at risk in the modalities where they show the most need.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

- We only have a free-standing ESL program at LGJ. Our students currently

At each grade level we observe in test data that our ELLs are acquiring BICS, but have not yet developed CALP at a proficient level.

Our data shows that the majority of ELL students have low literacy levels in their L1, and therefore only newcomers show higher outcomes when provided test in their home language, and even then show very little increase from those not requiring home language assessments. Instead, our program offers Spanish classes as a means of support to the native language of the majority of our ELLs to increase their overall grasp of literacy skills and language acquisition.

Data shows that by the 11th and 12th grade students are reaching the expaning and commanding levels. Overall, test data for ELLs is comparable to that of the general student population. However, efforts are made to target interventions in afterschool and Saturday programs to combat the weaknesses in literacy skills evident in our ELL student population. In general our ELLs show greater succes on the Math and Science exams. Test prep courses for ELLs focus on building academic language and strengthening vocabulary.

b. We do not currently administer the NYC ELL periodic assessments, however, all of our ELLs take teacher created periodic readiness assessments aligned to the NYSESLAT that are aligned to tasks and skills addressed in the NYSESLAT. This data is monitored by teacher teams and shared with all core teachers so that they can provide appropriate supports and strategies targeted for each ENL student and their current level of performance. These assessments are administed 3 times per year and a baseline is administered in September.

c. Our ELLs are performing at comparable rates to our overall student population in Math and Science periodic assessments. Periodic Assessments reveal that ELLs need additional supports and instruction around vocabulary and reading comprehension. Students are presented with cognates in their home language when they support vocabulary development in English. Teachers modify texts to include vocabulary in the home language when it supports comprehension of text in English and home language dictionaries are provided when appropriate.

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.](#)]

Not applicable because we do not serve grades K - 5.

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

In order to ensure that a child's second language development is considered in instructional decisions, all ELLs participate in multiple literacy assessments throughout the year including the DRP, teacher developed CCLS aligned unit tasks, periodic assessments in ELA and Math, as well as mock Regents/CLLs exams. Data from these ongoing assessments is used regularly in departmental meetings to determine instructional next steps for ELLs. Some interventions that all teachers use based on student need can include graphic organizers, vocabulary building activities, close reading activities, students paired with other students at commanding levels who can communicate in both their native language and English, the building of background knowledge as well as selection of materials that incorporate the student's cultural background and heritage.

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?

Not applicable because we do not offer a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
 We evaluate the success of our ELLs primarily by reviewing our Graduation cohort data. We review the Regents Completion data for ELLs, as well as four and six year weighted graduation rates. In our last State Report card, we met were not given AYP scores based on having less than 5 students participating in the assessments as our overall ELL student population is low. However, in house tracking of Regents outcomes and in the report they did provide, we are fully aware that our ELL students are not performing on the NYS Regents Exams at the same levels as our overall student population. Our strategies to combat this have included adding an ENL Saturday Academy, after school supports and the hiring on new ENL teacher this school year.  
 While we have too few a target population to be scored for state AYP for ELLs, our 2014-2105 NYC school quality guide showed that we exceeded our target for ELL four year weighted diploma rates by 30%. Similarly we exceeded our middle school targets for both Math and ELA for ELL students who performed at the 75th Growth percentile or higher.

## Part IV: ELL Identification Process

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

- 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.  
 When a student is first admitted to the Bronx School for Law, Government & Justice (LGJ), our Parent Coordinator and Pupil Accounting Secretary meet with the student and parent/guardian and administer the Home Language Survey (HLIS). If the Home Language Survey indicates that the student speaks a language other than English at home, or that the student has attended a school in a different country where English is not spoken, the Parent Coordinator calls the ELL Coordinator, Sapphire Canser. At that time, Ms. Canser who is ELL certified, conducts an oral interview with the student and family. This interview is conducted in English and their native language. If the student's family speaks a language that Ms. Canser or another staff member cannot translate orally, the translation unit is called to facilitate this interview. If deemed necessary, the student is given the NYSITELL/ LAB-R exam within ten school days of initial enrollment as per CR Part 154. The exam is handscored and the student is then programmed accordingly by his or her guidance counselor. An entitlement letter is then sent home to the parent and the student is programmed accordingly within 10 days. For students found to be English proficient they are not entitled to ENL Services and parents receive a non-entitlement letter . Student data is monitored through periodic and informal assessments to verify that the placement is accurate. Students’ language proficiency is formally monitored by the NYSESLAT given to all ELLs over the course of a three-day period in early May.
- 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).  
 Upon student assignment to our school, all potential SIFE students are administer the Oral Interview Questionnaire. If it is determined that the student has had a gap of 2 or more years in their formal schooling, the LENS assessment is also administered to determine the students range of skills and current strengths/weaknesses to be shared with the content teachers who will be working with the student.
- 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).  
 Newly enrolled students with IEPs and their parents meet with the Bilingual School Counselor, Cynthia Glass, ENL teacher Sapphire Canser, as well as the Assistant Principal supervising Special Ed, Max O’Casey, to determine any language related concerns and support services. Special attention is made to provide push-in services to IEP ELLs to minimize their time out of the appropriate integrated classroom setting. Additionally, provisions are made for students whose related services require a bilingual service provider.
- 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.  
 Our ENL teacher in collaboration with our bilingual school counselor ensure that parent notification letters are distributed and that parents are called to confirm receipt of final determinations based on NYSITELL data. The entitlement letter addresses ENL placement or non-placement based on NYSITELL/Spanish LAB-R results. The letter is mailed home within 5 days after the NYSITELL/LAB is scanned and scored. A copy of the letter is filed in APs office (Max O’Casey). The Parent Corrdinator, Gail Smallwood, also calls the parent and notifies them of the results using translation services or the bilingual school secretary to facilitate the conversation.
- 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).  
 The right to appeal ELL status information is included in the mailing with the final determination letter sent home to parents in their native language. The right to appeal is also discussed with the parent upon phone communication of the NYSITELL outcomes. A copy

of the letter is filed in AP's office (Max O'Casey). The Parent Coordinator, Gail Smallwood, conducts the calls to parents and notifies them of the results using translation services or the bilingual school secretary, Arianne Guterrez to facilitate the conversation. As LGJ provides only a freestanding ENL model, the majority of parents choose this option. Past years trends show that parents are generally encouraged by their children's progress in acquiring mastery in English and are satisfied by our ENL program.

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.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents are informed through a parent orientation (with translators present/viewing of Parent Orientation Video) in which parents are informed on the various programs (transitional bilingual education, dual language, freestanding ENL) for their children. The meeting is facilitated by the ENL teacher, Ms. Freed.

Parents of eligible children have the right to choose the program (Parent Choice) their child will participate in. Parents of students that are bilingual can OPT to receive ESL instruction and the student will remain at LGJ.

A non-entitlement/entitlement letter is mailed to parents and a copy given to the student, to inform them about the child's identification and the child is placed in the appropriate program within ten days.

The parents then receive the Parent Survey Form and Program Selection Form to complete and return to the school.

Additionally, parents are offered individual appointments at their convenience to discuss their options, and visit the ENL classes. As LGJ provides only a freestanding ENL model, the majority of parents choose this option. A small percentage of parents have opted to transfer their child to a school with bilingual program choices. Past years trends show that parents are generally encouraged by their children's progress in acquiring mastery in English and are satisfied by our ENL program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

After entitlement letters are mailed home to parents, the Parent Coordinator contacts parents to make sure they receive them.

The Parent Coordinator also contacts the parents of those students with unreturned Parent Survey and Program Selection Forms to make sure they are returned as soon as possible.

Notes are placed on the report cards of those students with missing forms, during Parent Teacher Conferences and we are able to have many completed that evening.

The results noted on the Forms are entered on ELPC.

Forms are securely stored in the office of the AP.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
All Parent Survey and Program Selection forms are tracked from when given to parents until their returned. Parents with unreturned forms are contacted daily to remind them to send them in. Notes are placed on the report cards of the students with missing forms (during Parent Teacher Conferences).
9. Describe how your school ensures that placement parent notification letters are distributed.  
If a placement letter is not provided the first day of enrollment to the parent, then a member of the LPT will set up a parent conference and explain the meaning of the placement letter and mail a copy of the letter home. If a conference cannot be mutually arranged, then the Placement letter contents will be explained via a telephone call and a copy mailed home to the parent..
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The Pupil Accounting secretary is responsible for retaining all ELL documentation for each child. Documents are filed along with student's cumulative records. A copy is also available at all time for the ESL Coordinator and school counselors in the AP, Max O'Casey's office.

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.

A special schedule is created each year to accommodate the administration of the NYSESLAT Exam. The school programmer downloads the RLAT and RNMR to ensure that every eligible student is accounted for in the scheduling and preparation of test documents. The testing coordinator, Assistant Principal Max O'Casey works with the programmer to ensure a schedule can accommodate all identified students. Our ESL Coordinator, Ms. Canser, receives coverages over the course of three to four days from her official schedule and instead administers each NYSESLAT portion to her students in a separate location. Middle School students and High School students are tested separately. Additional support staff and teachers are trained and then assigned to proctor written portions as needed.

Prior to the administration of the exam the ENL teacher explains to the students the importance of being in school on the scheduled testing days. The Parent Coordinator also conveys this information to the Parents at her Parent meetings. Also, the Attendance Coordinator sets up the school phone messaging system, to call the homes of the eligible students and remind them of the test date.

For students that are absent we schedule Make-up dates. We notify the homes and notify the parents of their child's absence and inform them of the make up option.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued Entitlement and Transitional Support letters are distributed during parent/teacher conferences and by mail. A copy of the letter is filed in APs office. The Parent Coordinator also calls the parent and notifies them of the results. The form is duplicated and kept on file. Parent notification letters are given to each ELL student and mailed to their parents.
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).

Over 99% of our students and their parents select a Free-standing ENL program. Our school only offers free-standing ENL services. Therefore, if a family selects another program of service, we will provide accommodations for the student. If a parent chooses an alternative program, we will contact our Borough ELL Liasion to find an alternative placement.

As our school historically has maintained an approximate 5% overall ELL population, with very limited newcomers/beginners, we have not observed any data indicating our student population reflects a need for anything other than the free-standing ENL program we offer.

## 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.  
LGJ has a free standing ENL program for students in grades nine through twelve through a self contained ungraded heterogenously grouped program where English is the language of instruction. LGJ has a push-in ENL program for students in grades six through eight. These middle schoolers are also grouped heterogenously where English is the language of instruction; however, they are separated by grade.
  - b. TBE program. *If applicable.*  
Not applicable
  - c. DL program. *If applicable.*  
Not applicable
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)?  
In the 6<sup>th</sup> & 7<sup>th</sup> grade, ELL students are split into two groups by performance levels and distributed into two integrated homerooms to receive targeted small group instruction in their integrated classrooms and to ensure the appropriate number of minutes are received at each performance level as outline below. In the 8<sup>th</sup> grade, ESL students are heterogenously integrated into one homeroom due to low ELL enrollment numbers in this grade level, however, are provided targeted small group instruction based on their individual NYSELAT performance and periodic assessment levels.  
Due to low enrollment in HS for our ELL population, we offer one free standing ENL course. All of our high school students are enrolled in this course are performing at the Expanding or Commanding levels. They are integrated heterogenously into their mainstream general courses. Based on levels of performane additional service minutes are offered as outline below.  
The number of ELL instructional units that students receive is allocated as per New York State CR Part-154 regulation and determined by students' proficiency levels as indicated by their LAB-R, NYSITELL or NYSESLAT scores and instructed be a certified ENL pedagogue, Sapphire Canser. Students who are currently at an Entering or Emerging level are offered the following supports: Free

Standing or push-in ELL with a licensed ELL teacher; 500 minutes of ELA instruction, IEP mandated Speech Therapy by a bilingual Speech Therapist and Related services (where indicated on a student's IEP). Students who are currently at the Transitioning or Expanding level are offered the following supports: a Free Standing ENL program for five periods per week; after-school Academic Intervention Services two to four periods per week. Students who are currently at the Commanding level are offered the following supports: a Free Standing ENL program for five periods per week; afterschool Academic Intervention Services two to four periods per week. In addition, all ELL students are in ELA class one period each day (6th-8th Grade has eight periods per week total), five times per week. Commanding and Expanding students are programmed to receive 240 minutes of ENL instruction plus 240 minutes of mainstream English, Emerging and transitioning students receive 240 minutes of ENL each week.

For Saturday Academy and after school interventions, ELLs are grouped according to ability levels based on NYSESLAT results in homogenous classes. Within each class students are put into sub groups for targeted small group instruction.

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.

ELLs of all levels are in mainstream content area classes, which are taught in English with home language supports as needed. This means that students receive modified text and assignments, students work individually or are paired or grouped heterogeneously or homogeneously within the class depending upon the assignment. ELL students are in Mathematics, Social Studies, English and Science classes one period each day, totaling 250 minutes per week per content area. Content area teachers are trained in teaching strategies that work for ELL students such as: scaffolding, pre-teaching vocabulary and visuals and gestures. Content area teachers are expected to differentiate their lessons with tiered activities that allow students of all ability levels to learn the same essential concepts in different ways; and use adaptive technologies that modify the format of curriculum and/or assessment. In addition, the Assistant Principal will conduct joint formal observations in the content-area and teachers will receive recommendations and staff development to improve instruction for ELL students.

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

We ensure that ELLs are appropriately evaluated in their native language by first identifying their native language through the Home Language Survey which is administered during the initial interview process. If a student is entitled to be tested in his or her native language we will work with teachers to have classroom exams and student answers accurately translated. We will also make sure state testing materials are ordered in students' native languages if the student is entitled to the same.

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

We ensure that all ELLs are appropriately evaluated in all four modalities of English acquisition by first using NYSESLAT previous year scores to identify individual student strength and weaknesses in each modality. Throughout the school year, the ELL teacher will use her periodic assessments, administered quarterly, to monitor student progress in each modality comparing growth from the baseline score provided by the previous year's NYSESLAT.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE

- b. Newcomer

- c. Developing

- d. Long Term

- e. Former ELLs up to two years after exiting ELL status

- a. For SIFE students, in addition to regular classroom instruction, we offer after school tutoring, Academic Intervention courses in ELA and Math for 8th grade students and ELA Regents preparation two times per week for high school students. When possible, tutoring is conducted with an ESL certified teacher and a native language teacher. In addition, students are prepared for ELA testing during their ESL class. Professional development support is provided to content area teachers of ELLs. A Saturday ENL Academy also takes place for SIFE students to prepare them for the CCLS Exams.

- b. For newcomers, in addition to regular classroom instruction, we offer after school tutoring, Academic Intervention courses in ELA and Math for 8th grade students and ELA Regents preparation two times per week for high school students. When possible, tutoring is conducted with an ESL certified teacher and a native language teacher. In addition, students are prepared for ELA testing during their ESL class. Professional development support is provided to content area teachers of ELLs. A Saturday ELL Academy also takes place for newcomers to prepare them for the CCLS Exams in ELA.

- c. For ELLs receiving service for 4 to 6 years, our goal is for them to not only attain proficiency, but to be prepared for the rigors of college coursework. Afterschool homework help and tutoring is available to all ELL students, as well as Saturday Academy courses for test prep. Regents prep is also available for high school students and ELA/Math Test Prep for MS Students.

- d. For Long-Term ELLs (completed 6 years), we offer peer tutoring and a Saturday ESL Academy where we focus on intensive NYSESLAT preparation and ELA Regents preparation. Teachers and guidance counselors maintain communication with the parents to discuss the program and student progress.

- e. Former ELLs in years 1 & 2 after testing proficient are extended the same peer tutoring offerings, as well as entrance into Saturday Academy, as current ELLs. Additionally, student performance on the NYC Performance Assessment, as well as the Regents and/or CCLS Math/ELA exam is monitored for all former ELLs in year 1 or 2 after testing proficient to ensure they

are continuing to thrive in a mainstream environment. Parent communication and enrollment in after school tutoring, homework help or test prep is recommended at the conclusion of each marking period for those students not showing adequate progress on periodic assessments.

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.

All re-identified ELL or non-ELL based on an approved re-identification appeal are tracked by their school counselor and the student's corresponding grade team. Scholarship data is reviewed after each Progress Report and Report Card and testing data is reviewed after each administration to ensure students have not been adversely affected by the re-identification process.

Assessments in English and/or the home language will be administered in each content area based upon the individual needs of the student to determine the student's academic progress. The principal will consult with qualified staff members, parents and the student to make further determinations about said student's academic progress.

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?

ELLs who are identified as having special needs are provided with any and all accommodations as per their Individualized Education Plan (paraprofessionals, testing accommodations etc.) Push-in ELL services are recommended, if possible, to reduce the time out of the general education classroom dependent on the Related Services, Special Education classes indicated on the IEP.

Teachers identify long-term learning objectives that are broken into appropriate learning segments which are within the ZPD for ELLs who have disabilities. Learning objectives are written in clear language, pacing is adjusted accordingly, the number of items a learner completes is modified, teachers select and modify text according to reading abilities with vocabulary supports to improve English acquisition. Repetition is frequent, methodologies are consistent and regular, assessment is used to determine where students are relative to the learning objectives. Assessment data drives instructional next step and meaningful feedback is provided.

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?

ELLs who are identified as having special needs are provided with any and all accommodations as per their Individualized Education Plan (paraprofessionals, testing accommodations etc.) Push-in ESL services are recommended, if possible, to reduce the time out of the general education classroom dependent on the Related Services, Special Education classes indicated on the IEP.

Chart

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

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

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

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



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

Chart

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

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

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

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

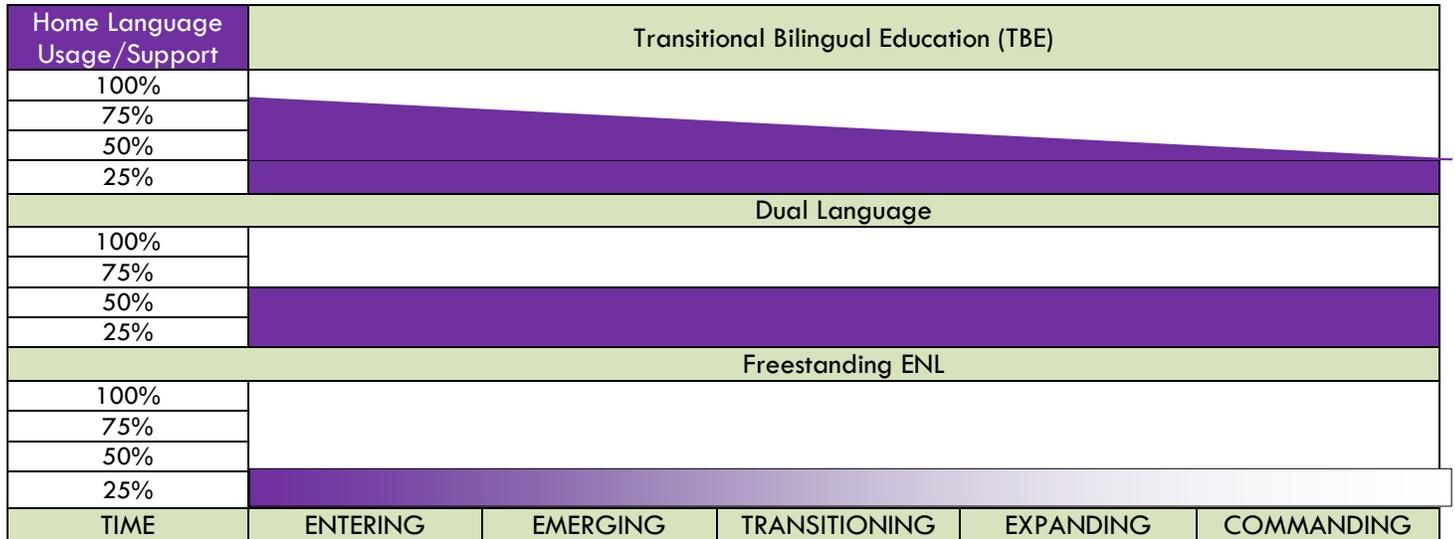


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
We offer an after school tutoring program for ENL students. At this after school program content area teachers tutor ELLs in all subject areas. Content area teachers will provide meaningful lessons that strengthen background information and promote the literacy of students. As previously described above, we also offer a Saturday School Academy to all ELL students for the purposes of test preparation for NYSESLAT, ELA Regents and MS ELA Exams.  
Students receive modified text and assignments, students work individually or are paired or grouped heterogeneously or homogeneously within the class depending upon the assignment. Newcomer and developing ELLs can be paired or grouped with expanding or commanding home language speakers. Periodic Assessments may be offered in home language if needed. Intervention services are offered in Spanish.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
It is apparent that across all grade levels our ELLs have a specific need for writing enrichment to support them in moving towards proficiency. As a result, the English and ELL teachers will continue to develop scaffolded differentiated writing intensive curricula for all ELL and ELA classes. The writing assessments are selected to promote skills needed for students to reach proficiency on the NYSESLAT and English Regents exams. While we have too few a target population to be scored for state AYP, our 2014-2105 NYC school quality guide showed that we exceeded our target for ELL four year weighted diploma rates by 30%. Similarly we exceeded our middle school targets for both Math and ELA for ELL students who performed at the 75<sup>th</sup> Growth percentile or higher.
12. What new programs or improvements will be considered for the upcoming school year?  
For the upcoming school year, we will continue the implementation of our Saturday School Academy for ELL students and our after school tutoring program.
13. What programs/services for ELLs will be discontinued and why?  
No programs or services for ELLs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are afforded equal access to all school programs both academic and extracurricular. In addition, they participate in afterschool clubs and sports programs.
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 instructional materials used in the ELL program support the development of language acquisition across the content areas. The primary textbooks support the New York State standards for English as a Second Language in grades 6-12. Supplementary textbooks and the use of dictionaries, glossaries and content area books are also provided.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native language support is provided in the ELL classroom. This is done by clarifying directions in students' L1 when possible. Students are provided instruction to develop vocabulary and literacy in the form of reading comprehension, grammar and essay construction.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
The ELL curriculum is differentiated to support students' needs by age and grade level. The textbooks utilized are age appropriate and reflect lexile level. In Middle School, push-in ELL classes are grade specific to reinforce common core aligned themes as applicable to second language acquisition. Students are programmed according to ability level based on NYSESLAT as well as their grade level where possible.
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).  
Newly enrolled ELLs have the opportunity to attend the summer bridge program where students become familiar with the teachers, classrooms and staff in our building. A tour of the building is also offered at parent orientation or during the first week of student enrollment by the bilingual school counselor, Cynthia Glass. We communicate all school rules, regulations and policies with parents/students in the student's native language, communications are curated and sent for translation by the Parent Coordinator, Gail Smallwood. A list of ELL students is sent to teachers at the beginning of the school year by the AP Max O'Casey so that they may identify a student immediately for modifications and supports as applicable.
19. What language electives are offered to ELLs?  
Language electives offered to ELLs include Spanish.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

**Not applicable**

## 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.)  
All teachers and assistant principals will be provided with ongoing staff development, research based strategies to improve teaching and learning for ELLs. Professional Development sessions occur weekly on Wednesdays as well as three full professional days throughout the year. Assistant principals attend an in-house training as well as outside conferences to satisfy the mandated hours of ELL training. The assistant principal of foreign language maintains a record of satisfaction of mandated hours. Content area teachers will be trained on systematically teaching discipline-specific language (routines, questioning, and techniques to check for understanding). All teachers and assistant principals will be trained in second language acquisition and ESL teaching methodology. All teachers are encouraged to attend QTEL (Quality Teaching for English Language Learners) workshop. Assistant principals from all content areas will attend conferences on differentiating instruction for ELLs. They will be trained on the use of materials and ELL methodology in the content areas as well as interpreting data that impacts programming and teaching strategies. Additionally, this year the ELA teachers will engage in an inquiry study around differentiating instruction for ELL learners.
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?  
Ninth grade teachers are provided with ongoing staff development on research based strategies to assist ELLs as they transition from middle school to high school. For example, teachers are trained on how to give instructions with clear expectations, provide sentence starters to help the students articulate, notetaking skills, and other strategies. The school support team also identifies ELL students who present as at-risk in the ninth grade based on scholarship, attendance and testing outcomes. Interventions are put into place to address student concerns in the first semester of the ninth grade year.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Professional Development is provided to all staff in providing adequate scaffolds and entry points for ELLs in each subject area as they move from one grade to the next. Additionally, our ENL teacher who services all our ELL students in grades 6-12 meets with grade teams during professional development time to support teachers in providing transition support as ELL students move from middle to high school. Our bilingual counselor, Cynthia Glass, is also a certified foreign language pedagogue who has extensive training in second language acquisition.
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.  
All teachers servicing ELLs must attend 7.5 hours of staff development related to the education and assessment of ELLs. Assistant principals will attend an in-house training as well as outside conferences to satisfy the mandated hours. Some of the topics covered during the training to complete mandated hours include: Identifying ELL students -Personal –Background information, Data- ATS, A Guide to Teaching ELL Students ; Programs in New York State for ELL Students, Regents Statistics in the School for ELLs- and Lesson planning – Differentiation of Instruction for ELLs. Meeting Agendas and attendance sign in sheets are maintained for all professional development activities.

### 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?

The ENL teacher, in collaboration with the bilingual school counselor meet annually with the parents of ELL students to discuss the goals of the program, as well as their individual child's progress towards language proficiency and development. When necessary, the ENL teacher, Sapphire Canser will reach out for translations services in order to accommodate parents with home languages other than Spanish. The most recent NYSESLAT or other assessment data is reviewed, as well as the student's most current progress report/report card. The Parent Coordinator is often utilized to organize and schedule these meetings using the bilingual school secretary or translation services for oral and written communication when doing parent outreach.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. LGJ'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. Parental involvement at LGJ is supported by the initiatives outlined below: Jupitergrades – (An online, real time grade book of student progress) To encourage parent involvement and to support the academic success of all students, parents are given online access to Jupitergrades.com. This program is web based, user friendly and provides academic information in both English and Spanish. JupiterGrades.com enables both parents and students to check student grades, attendance and homework online from any computer.

To support these initiatives, we will continue to conduct parent workshops and training sessions in both Spanish and English to support parent use of these programs. We have a designated computer located in the parent coordinator's suite for parent use. We feel strongly that this will empower parents to be an integral part of their children's educational success.

It is our goal to always make parents feel welcome at our school. To support this goal, we have created a Parent Room where parents meet with Teachers Guidance Counselors, Risk Counselors, and Social Workers for private conferences which are conducted in both Spanish and English as needed. In order to ensure that parents receive relevant and timely information about our school and about their children, we use many forms of communication. The following systems and practices are utilized when disseminating information about our school:

- School Messenger Phone System – Phone messages regarding student attendance, lateness, after school events and parent-teacher conferences are programmed through our School Messenger Phone System. Through this system we are able to call, text and email parents with important information in a timely manner. In addition, we send out all messages in both Spanish and English in order to better serve our student population.
- Jupitergrades Emails – Administrators, Teachers, Social Workers and School Counselors can email parents and students through our Jupitergrades system. This is especially useful when communicating academic progress and attendance. This can be accessed in both Spanish and English
- Consistent and Regular Mailings – As an additional measure of communication, we will often have school wide mailings (in addition to phone calls home and emails) to keep parents informed of ongoing school events. These mailings are provided in both Spanish and English.
- LGJ Parent Association Survey – We are providing all parents with a survey to determine how they would like to be more involved at our school. We hope to gain feedback from parents regarding what they want to see in our school as well as what they are interested in participating in. In doing so, it is our goal to increase parent communication and parent involvement within our school community. This too is provided in both Spanish and English

The Parent Coordinator utilizes the bilingual school secretary or translation services for oral and written communication when doing parent outreach, translating documents and facilitating meetings.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? LGJ partners with various agencies and CBO's in order to provide workshops for our parents. These include, but are not limited to, the college application process, Financial Aid Process, parenting workshops for parents of teenagers, etc. The Parent Coordinator utilizes the bilingual school secretary (Spanish) or translation services for oral and written communication when doing parent outreach, translating documents and facilitating meetings.
5. How do you evaluate the needs of the parents?

Parents are surveyed in English and their native language to evaluate their needs and interests for parental involvement. The surveys are created by the Parent Coordinator or the School Leadership Team and utilize the bilingual school secretary (Spanish) or translation services for oral and written communication when doing parent outreach, translating documents and facilitating

meetings.

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

Based on parent surveys, we schedule parent meetings according to times that they prefer and on days of the week that are recommended. Recent needs assessments have indicated a need for more support in the financial aid process. We also vary the time of these meetings, sometimes in the morning, other times in the evening to accommodate the needs of as many parents as possible.

#### **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 for Law, Gov. & Jus.**

School DBN: **09X505**

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)
Johanie Hernandez, (I.A.)	Principal		11/3/15
	Assistant Principal		1/1/01
Mildred Smallwood	Parent Coordinator		11/3/15
Sapphire Canser	ENL/Bilingual Teacher		11/3/15
Augustine Rosa	Parent		11/3/15
Mercedes Urena	Teacher/Subject Area		11/3/15
	Teacher/Subject Area		1/1/01
Yvonne Clarke	Coach		11/3/15
	Coach		1/1/01
Cynthia Glass	School Counselor		11/3/15
Frederick Walsh	Superintendent		11/3/15
	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: 09x505      School Name: Bronx School for Law, Gov  
Superintendent: Fred Walsh**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.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**

---

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.

The language of the parent is determined by various sources: We look at the language noted on ATS, at the initial meeting at the school or via a phone conference, as well as through the responses of the Parent Survey. In addition, we are continuously collecting information about our parents language needs at parent meetings, workshops and/or orientations through surveys and/or questionnaires. The Parent Coordinator, Gail Smallwood keeps a spreadsheet by grade that includes preferred parent language as indicated by parent surveys, blue card data, or teacher interactions with families to indicate the parent's preferred language.

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.

English, French, & Spanish.

## Part B: Creating a Communications Calendar

---

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

The Student handbook, student dress code, non-negotiable rules and discipline code were updated in August and translation services were contacted in enough time for the rollout of documents in September. Upcoming events calendars, state testing calendar, welcome back parent letter, quarterly progress reports via Jupitergrades, Report Cards, Enrichment program info, AIS information, Parent/Teacher Conference announcements are all updated regularly and translated as needed by reaching out to translation services or by using our in-house translator (bilingual school secretary and bilingual school counselor). Provisions are always made to request translation no less than two weeks prior to disseminating information.

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.

The Bronx School for Law, Government and Justice parents require oral interpretation during monthly parent meetings and events—before and after school (such as Parent/Teacher conferences, PTA meetings, Open Houses, orientations, etc.)—in Spanish, the school's dominant second language. Our parents also require that daily phone calls made to the home regarding attendance, illness, behavior, academic performance, etc.) be available in Spanish. Attendance calls, as well as counseling sessions with parents also require translation services. When available, we do use DOE provided translated communication documents that have already been provided in multiple languages on the [schools.nyc.gov](http://schools.nyc.gov) website.

## Part C: Providing Language Assistance Services

---

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

The Bronx School for Law, Government and Justice has numerous support staff members, as well as the Principal, Johanie Hernandez, Arianne Gutierrez, our bilingual school secretary and Cynthia Glass, our bilingual school counselor. For confidential parent outreach, we also have our bilingual school Social Worker, Linda Salazar who provides her own translation or corresponds with translation services for languages other than Spanish.

All letters, memoranda, and literature to be sent to parents will be given to the in-house translators (Spanish language) a minimum of five days prior to their scheduled mailing or distribution.

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.

The Bronx School for Law, Government and Justice translates regular written correspondence into Spanish and if necessary uses the services of the DOE's Translation and Interpretation Unit for other languages. At Parent Teacher conferences, and other meetings, bilingual personnel and parent volunteers are available to provide oral interpretation services. We also offer simultaneous interpretation by our in-house school staff members during meetings and workshops. In addition, when a parent in need of oral interpretation visits the school to speak with a counselor, teacher or any staff member, we ensure that the parent is accompanied by an in-house interpreter if the person who they will be speaking with is not bilingual.

#### **Part D: Training Staff on Policies and Procedures**

---

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

The T & I Brochure is distributed to all teachers in the beginning of the school year. The parent coordinator and guidance offices all have contact information for translations services posted on their office walls. Our school also communicates with families regularly through Jupitergrades which translates all information into Spanish as requested by the parent. Additionally, all staff have received a copy of the "I Speak" card which includes phone numbers to call for over the phone interpretation services.

#### **Part E: Providing Notice of Language Assistance Services**

---

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

##### Checklist of Notification Requirements

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

All parents are informed of their rights to translation services in writing. Posters giving information about the DOE's translation services are posted in the main office as well as inside and outside the Parent Coordinator's office. Parents are also informed of their rights to translation orally at meetings, workshops and when visiting the school.

## **Part F: Monitoring and Quality Control**

---

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

We will conduct a parent survey in the April of the 2015-2016 school year to monitor the availability and quality of our parent translation services. We are also considering conducting a focus group in the Spring to make sure all of our cultures and languages have been well represented and supported.