2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 15K462

School Name: SECONDARY SCHOOL FOR LAW

Principal: DEBORAH GLAUNER
Comprehensive Educational Plan (CEP) Outline

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Section 8: Title I Program Information

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## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>John Jay School for Law</th>
<th>School Number (DBN):</th>
<th>15K462</th>
</tr>
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<tbody>
<tr>
<td>BEDS Code:</td>
<td>331500011462</td>
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<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td>9-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>237 7th Avenue, Brooklyn, NY 11215</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-832-4250</td>
<td>Fax: 718-499-3947</td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Deborah Glauner, Principal</td>
<td>Email Address:</td>
<td><a href="mailto:dglauner@schools.nyc.gov">dglauner@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Deborah Glauner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Bonnie Varon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Doris Harper Brown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Yelena Shtyrkalo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Doris Harper Brown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Zykeria Stewart</td>
<td></td>
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</tr>
<tr>
<td>Shonelle Hurry</td>
<td></td>
<td></td>
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<tr>
<td>CBO Representative:</td>
<td>NA</td>
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## District Information

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<thead>
<tr>
<th>Geographical District:</th>
<th>15</th>
<th>Superintendent:</th>
<th>Janice Ross</th>
</tr>
</thead>
<tbody>
<tr>
<td>1396 Broadway</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Office Address:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td></td>
<td><a href="mailto:ross11@schools.nyc.gov">ross11@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-455-4635</td>
<td>Fax: 718-455-4684</td>
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### Field Support Center (FSC)
<table>
<thead>
<tr>
<th>Brooklyn North</th>
<th>Bernadette Fitzgerald</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSC:</td>
<td>Exec. Director:</td>
</tr>
<tr>
<td></td>
<td>131 Livingston Street, Room 501, Brooklyn, NY 11201</td>
</tr>
<tr>
<td>Exec. Director’s Office Address:</td>
<td></td>
</tr>
<tr>
<td>Exec. Director’s Email Address:</td>
<td><a href="mailto:BFitzge2@schools.nyc.gov">BFitzge2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>Fax:</td>
</tr>
<tr>
<td>718-935-3954</td>
<td>718-455-4684</td>
</tr>
</tbody>
</table>
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deborah Glauner</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Bonnie Varon</td>
<td>*UFT Chapter Leader or Designee</td>
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</tr>
<tr>
<td>Doris Harper Brown</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Tiakece Mills</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Jennifer Adams</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Shonelle Hurry</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
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<tr>
<td>Zykeria Steward</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
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<tr>
<td>Erin Hogshead</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Kim Hing</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Haifa Falu</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Erita Kitt</td>
<td>Member/Parent</td>
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<tr>
<td>Yelena Shtyrkalo</td>
<td>Member/CSA</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five goals and action plans that align with
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th><strong>Rigorous Instruction</strong>: 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

### 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. **Systems 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)

#### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

#### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

| 1. What is your school’s mission statement? |

Mission Statement: With a strong commitment to the ideals of justice and equity, Secondary School for Law aspires to empower students to think critically, write analytically, and speak passionately.
2. **Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.**

John Jay School for Law: Located in the heart of Brooklyn’s historic Park Slope community, John Jay School for Law prepares students for leadership as Global Citizens in the 21st century.

Extracurricular Activities and Partnerships:

John Jay School for Law has a wide range of extracurricular activities that prove to be an asset in developing student character: Art Club, Saturday Academy, Student Government, Tutoring, Martial Arts, Cheerleading; Dance Team, Moot Court/Mock Trial Team, Regents Test Prep, PSAL Basketball, PSAL Volleyball, PSAL Flag Football, PSAL Swimming, PSAL Track and Field and PSAL Baseball.

We have spent years fostering our partnerships to be experiences in which students are provided with the networking skills necessary to compete in today’s Global Market: Arts Connection; Nyack College; Bloomberg Communications; Paul Hastings Law Firm; Pencil; CHAMPS Swimming; Project Reach Youth (PRY); Creative Connections; Red Hook Community Justice Center; Deloitte; Mercy College; Stem Strategies, One Goal

3. **Describe any special student populations and what their specific needs are.**

Last year Students with Disabilities accounted for 20% of our population and we expect that number to increase by approximately 3% this year. Our students will need support with academic and social emotional demands.

76.8% of our students fall into Title 1. Students facing economic hardship will need additional support with the process of applying for colleges as well as for financial aid.

4. **Identify 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.**

As a community, we have made great gains in creating a supportive environment for our students and Law community at large. The key area of focus for this year is supporting and driving Rigorous Instruction. To that end we will:

2.4: Develop a prioritized schedule of targeted observations that inform professional development for teachers which will be geared towards supporting staff to take ownership on the next stage of their development as pedagogues.

3.4: Improve teacher meeting times across grades and content areas to develop interdisciplinary units of instruction that incorporate the arts, technology, multiple entry points and other enrichment areas and monitor through intervisitations to enable all students to discover and create exemplary work products in the classroom.

4.3: Deepen and expand consistency across classrooms in developing self-reflection protocols for all students to reflect upon and assess their own progress.
5.5: Collect and analyze data to identify and support the social and emotional developmental needs of students. Use the data to inform a strategic plan to address student needs and promote student success.
<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>English Language Learner Programs (2018-19)</th>
<th>Special Education Programs/Number of Students (2015-16)</th>
<th>Types and Number of Special Classes (2018-19)</th>
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<tbody>
<tr>
<td>09,10,11,12</td>
<td>439</td>
<td>Yes</td>
<td>N/A</td>
<td>10 # Special Classes (ELA)</td>
<td>3 # SETSS (ELA)</td>
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<tr>
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<td>N/A</td>
<td>7 # Special Classes (Math)</td>
<td>2 # Integrated Collaborative Teaching (ELA)</td>
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<table>
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<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
<th># CTE</th>
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<tbody>
<tr>
<td>4</td>
<td>8</td>
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</tbody>
</table>

**School Demographics and Accountability Snapshot for 15K462**

**School Configuration (2018-19)**

- Grade Configuration: 09,10,11,12
- Total Enrollment (2017-18): 439
- SIG Recipient (Y/N): Yes
- English Language Learner Programs (2018-19):
  - Translational Bilingual: N/A
  - Dual Language: N/A
  - Self-Contained English as a Second Language: N/A

**Special Education Programs/Number of Students (2015-16)**

- # Special Classes (ELA): 10
- # SETSS (ELA): 3
- # Integrated Collaborative Teaching (ELA): 84
- # Special Classes (Math): 7
- # SETSS (Math): 2
- # Integrated Collaborative Teaching (Math): 75

**Types and Number of Special Classes (2018-19)**

- # Visual Arts: 4
- # Music: 8
- # Drama: 4
- # CTE: 4

**School Composition (2017-18)**

- % Title I Population: 79.0%
- % Attendance Rate: 84.8%
- % Free Lunch: 78.5%
- % Reduced Lunch: 2.5%
- % Limited English Proficient: 3.6%
- % Students with Disabilities: 15.5%

**Racial/Ethnic Origin (2017-18)**

- % American Indian or Alaska Native: 0.9%
- % Black or African American: 67.2%
- % Hispanic or Latino: 26.4%
- % Asian or Native Hawaiian/Pacific Islander: 1.4%
- % White: 1.8%
- % Multi-Racial: 3.2%

**Student Composition (2017-18)**

- % Title I Population: 79.0%
- % Attendance Rate: 84.8%
- % Free Lunch: 78.5%
- % Reduced Lunch: 2.5%
- % Limited English Proficient: 3.6%
- % Students with Disabilities: 15.5%

**Student Performance for Elementary and Middle Schools (2017-18)**

- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Science Performance at levels 3 & 4 (4th Grade): N/A
- Science Performance at levels 3 & 4 (grade 8): N/A

**Student Performance for High Schools (2018-19)**

- ELA Performance at levels 3 & 4: 90%
- Mathematics Performance at levels 3 & 4: 84%
- Global History Performance at levels 3 & 4: 97%
- US History Performance at levels 3 & 4: 85%
- 4 Year Graduation Rate: 79.8%
- 6 Year Graduation Rate (2011 Cohort): 93.9%
- Regents Diploma w/ Advanced Designation: 4.5%
- % ELA/Math Aspirational Performance Measures (2015-16): 15%

**Overall NYSED Accountability Status (2018-19)**

- Reward Recognition: No
- In Good Standing: Yes
- Local Assistance Plan: Yes
- Focus District: Focus School Identified by a Focus District
- Priority School: Focus Subgroups

**Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)**

**Elementary/Middle School**

- American Indian or Alaska Native: N/A
- White: N/A
- Hispanic or Latino: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: N/A

**High School**

- American Indian or Alaska Native: N/A
- White: N/A
- Hispanic or Latino: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: N/A

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**

- American Indian or Alaska Native: N/A
- White: N/A
- Hispanic or Latino: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: N/A

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**

- American Indian or Alaska Native: N/A
- White: N/A
- Hispanic or Latino: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: N/A

**Met Adequate Yearly Progress (AYP) in Science (2016-17)**

- American Indian or Alaska Native: N/A
- White: N/A
- Hispanic or Latino: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: N/A

**Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**

- American Indian or Alaska Native: N/A
- White: N/A
- Hispanic or Latino: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: N/A
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

STRENGTHS

- One of 12 city school partnered with the CUNY PERC program for math and science success
- Partnered with several universities to accumulate college credit while in high school (College Now)
- Curriculum maps and unit plans are developed by teachers, which embed Common Core Learning Standards.
- Unit plans are routinely edited and revised by teachers to support the learning needs of all students.
- School-wide use of assessment rubrics to evaluate student work across subjects and grades.
- Each teacher plans and administers Common Core aligned Performance Tasks, which assess student skills as well as mastery of content and CCLS.

DATA

- Scholarship Reports
- Professional Development Plan
- Common Core Aligned Curriculum Maps
- Regents Weighted Pass Rates
- Observation Data (MOTP)

NEED

- Increase rigorous instruction through increasing depth and level of questions teachers and students ask in class
- Ensure that 100% of teachers are providing students with multiple entry points to access the task/content.
- Increase the quantity of quality student work displayed in and outside of classrooms with actionable feedback with next steps.
- Increase student engagement as evidenced by the School Survey.

Part 2 – Annual Goal
<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, all teachers will collaborate on interdisciplinary and real world connections to curriculum as measured in Advance by 3c, Engaging Students in Learning, with a 5% increase in that component, from 70% to 75% of teachers being rated effective.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | All teachers | September 2018 - June 2019 | • Principal  
• Assistant Principal  
• PD Providers |
| Non-evaluative and evaluative (informal and formal) observations with actionable feedback to all teachers. | All teachers | September 2018 - June 2019 | • Principal  
• Assistant Principal  
• PD Providers |
| Team meetings – grade team and content team - will be held weekly to facilitate collaboration around interdisciplinary and real world connections designed to engage varied learners in rigorous and challenging tasks that embed relevant connections. | All teachers | September 2018 - June 2019 | • Principal  
• Assistant Principal  
• PD Providers  
• Teacher Team Leaders |
| Weekly professional development focused on increasing rigor of instruction for all learners.  
Weekly professional development focused around assessment and strategies in order to increase the depth and level of reflection and revision.  
All professional development will push teachers to think about the various groups and levels of students in their classrooms and how they can assess students to identify areas of need. | All teachers | September 2018 - June 2019 | • Principal  
• Assistant Principal  
• PD Providers  
• Teachers whose area of strength is 3c |
| Share curriculum/class syllabus and rubrics with families to engage them in the learning of their child.  
During parent conferences/ parent events, share criteria and expectations for student work. | Parents/ Guardians | September 2018 - June 2019 | • Principal  
• Assistant Principal  
• All teachers |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will work with parents and students to review and revise curricula in order to ensure that we are engaging students in a culturally responsive manner. We will utilize the quarterly Parent Nights, monthly SLT meetings and PTA...
meetings so as to have ongoing conversations with various members of the community. We will also work with our Youth Leadership Council and our Student Government and their advisors to ensure that student voice is represented and responded to by teachers and administration. Administration, Guidance, the Parent Coordinator and UFT will all be responsible for implementation and oversight.

### 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.

- Team leaders will work with content and grade teams in order to support interdisciplinary and real world connections.
- Professional Development funding for Data Analysis
- Professional Development funding for Advance Placement courses
- Planning time for teachers to develop curriculum in alignment with increased rigor and multiple entry points for increased access for student participation
- Enhanced books, instructional materials, audio/visual, and similar items to provide advanced level curriculum
- Additional Special Education Teachers
- PD Partner (Stem Strategies)

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

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<tr>
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<th>Tax Levy</th>
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<th>Title I SWP</th>
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<td>Other</td>
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</table>

### 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 31st (the end of the first semester) we will utilize Advance data to determine if we are progressing towards our goal with 72.5% of our teachers as being effective in Component #3C, Engaging Students in learning.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

- School survey responses.
- Danielson Framework for Teaching
- Teacher Unit/Lesson plan

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Strength

Targeted tone and discipline to help support a safe learning environment

Deans and guidance work closely to address the socio-emotional needs of all students

Network support from Attendance Teacher

Weekly Attendance Team Meetings with attendance coordinator, administration and guidance.

Kinvolve and Skedula to regularly communicate with families

Saturday school in January and May/June to provide additional support to students through assessments

Various extracurricular activities provide students with a safe space

Strong partnership with Creative Connections provides 11th and 12th grade students with a knowledgeable and experienced college advisor to help navigate through the post secondary process

Data

- ATS Attendance Reports (RSAL, RMAO, RDAL, RISA, RPYA)
- Regular conferences with Guidance Department and Teacher Teams
- NYC School Survey Report
- School Quality Guide

Need

- Increase student understanding of and involvement in developing plans to prepare for college and career

Part 2 – Annual Goal
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 100% of seniors and juniors at Law will create post-secondary action plans with the support of our College Readiness partners, Creative Connections and One Goal as evidenced in a 3% increase in our College and Career Readiness from 48.8% to 51.8%.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| Create an action plan template that students and staff can use to identify next steps for students and families | Juniors and Seniors | September 2018 | • Guidance  
• Administration  
• Creative Connections |
| Create tracking system to monitor student meetings and student planning. | Juniors and Seniors | September 2018 | • Guidance  
• Administration  
• Creative Connections |
| Create protocol for meetings and for follow up meetings. | Juniors and Seniors | September 2018 | • Guidance  
• Administration  
• Creative Connections |
| Identify multiple resources to support students in the areas of college and career opportunities, financial aid resources and social emotional readiness for college. | Juniors and Seniors | September 2018 and ongoing | • Guidance  
• Administration  
• Creative Connections |
| Schedule and meet with all seniors in groups and individually in order to meet individual student needs | Seniors | Fall Semester | • Guidance  
• Administration  
• Creative Connections |
| Have open houses for families that focuses specifically on the needs of Students with Disabilities and open houses that focus on the needs of English Language Learners. | All students | Fall Semester | • Guidance  
• Administration  
• Creative Connections  
• Parent Coordinator |
| Schedule and meet with all juniors. | Juniors | Spring Semester | • Guidance  
• Administration  
• Creative Connections |
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Part of the protocol created will involve reviewing action plans with families and getting input from families as to their understanding of students’ plans as well as what the plans may entail. This will also be managed by guidance, administration and our partners, Creative Connections and OneGoal. These action plans will be reviewed quarterly, optimally through in person conferences but via telephone if necessary.

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.

Guidance and our partners, Creative Collections and OneGoal, along with administration, will work collaboratively to create schedules and tools that will support this initiative.

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

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</tbody>
</table>

Part 5 – Progress Monitoring

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

- By February 2018, based on their January ELA Regents scores we will see a 2% increase in number of students scoring College Ready scores.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

We will be using the Regents to measure progress.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Strength

- John Jay School for Law will be getting support as part of CARP (Collaborative Action Research Project) in order to conduct school-wide inquiry work.
- Common Planning Time for horizontal and vertical teams as part of all teachers’ professional periods
- All teachers have submitted curriculum maps and have received feedback from the Principal and Coaches
- Teachers use SKEDULA for grade reporting, analysis, and outreach about shared students.
- Ongoing on site and off site professional development
- Strategies and best practices are shared amongst teams
- Uniform teacher team meeting structures (by grade and content).
- Professional development to support individual teacher development and the overall needs of the school, conducted by administrators and coaches. Professional development is developed with the strengths and weaknesses of teachers in mind, as determined through observations and goals set by each teacher.
- Multiple units of study are interdisciplinary

DATA

- Interdisciplinary units of study
- Types and number of professional development offered on site and off site
- Team meeting minutes

NEED

- Protocols for team meetings; i.e. PDSA (Plan, Do, Study, Act) or Problems of Practice
- Time for peer to peer feedback and planning time to incorporate strategies seen in each other’s classrooms.
- More structured time for teachers to meet and plan interdisciplinary units of study/projects/performance tasks

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, in order to increase student engagement as measured by the school survey, 100% of teacher teams will engage in collaborative inquiry using a student work protocol. This will be reflected with an increase in this area as reflected on the school survey from 52% to 60%.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |  |  |  |
| Through Common Planning, teachers will identify interdisciplinary and real world connections in their units and lessons. | All teachers | September 2018 | Teachers  
Administration  
Teacher team leaders |
| Teachers will collaboratively work together to ensure that all lessons and units support high levels of student engagement both in the multiple entry points that all teachers use daily to open lesson plans as well as in the tasks and activities being planned across the curriculum. | All teachers | Weekly teacher meetings starting 9/17/18. | Teachers  
Administration  
Teacher team leaders |
| Teachers will continue to differentiate using scaffolds, supports and enrichment while working to ensure that these resources are designed with a growth mindset that supports student engagement and success. | All teachers | Weekly teacher meetings starting 9/17/18. | Teachers  
Administration  
Teacher team leaders |
| Teachers will review, reflect and revise units and lessons as needed using the Tri-State Rubric. | All teachers | Weekly teacher meetings starting 9/17/18. | Teachers  
Administration  
Teacher team leaders |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

All staff will work with students and families to determine family educational priorities to support ongoing reflection, revision and attention to authentic home and school connections that support engagement.

### 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.

Common planning time will be built into teacher schedules in order to ensure ongoing reflection and revision of lessons and unit plans as well as to support collaboration and connections between all disciplines and authentic experiences. Per session will be allocated as needed and as available.

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

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</table>

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.

Looking at student work and interdisciplinary connections will be part of the weekly team meetings with ongoing cycles of revision and implementation. We will use the mid-year point, January 31st, in order to determine the efficacy as well as the growth of teachers in component 3c, Engaging Students in Learning.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

School Survey and Advance.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

   - Building relationships for strategic partnerships
   - Common Planning Time for teachers to engage in collaboration across teams
   - Ongoing on site and off site professional development (at times selected by teacher based on self-reflection of strengths/weaknesses)
   - Strategies and best practices are shared amongst teams
   - Team Building Activities
   - Principal’s cabinet meets regularly to check in on inquiry progress and set goals. Cabinet members are teacher leaders

Data

   - Strategic partnerships in place
   - Teacher evaluations Advance Report – School level indicator report
   - Individual teacher observations
   - Student performance mid-year and end of year state and city exams

Areas of Improvement

   - Increase needed in cycles of feedback – evaluative and non-evaluative for teachers

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

100% of observations will be followed by feedback meetings in order to engage in an ongoing professional dialogue and the development of collaborative next steps that will lead to student achievement as evidenced in an overall increase in teacher efficacy as seen by Advance ratings with 95% of our teachers rated as effective or highly effective.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
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<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
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<td>- 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).</td>
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<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

| Following the model of the Quality Review, we will be sure to address an area of celebration and an area of focus along with concrete next steps for every observation, formal and informal |
|---|---|---|
| whole staff | Ongoing; 9/2018-6/2019 | Administration |

| Administrators will meet weekly to debrief and determine trends, needs and strengths utilizing this data to help drive decisions about PD, supports and best practices |
|---|---|---|
| whole staff | Ongoing; 9/2018-6/2019 | Administration |

| Develop strategic partnerships among teachers to facilitate intervisitations and peer support |
|---|---|---|
| whole staff | Ongoing; 9/2018-6/2019 | Administration, Teacher Team Leaders, PD Team |

| Teachers demonstrating best practices observed by administration will be asked to share as a part of PD |
|---|---|---|
| whole staff | Ongoing; 9/2018-6/2019 | Administration, Teacher Team Leaders, PD Team |

| Administration will conduct regular non-evaluative snapshots of classroom practice providing timely and ongoing "glows and grows" regarding teacher practice. Administration will hold weekly meetings to debrief and determine areas of strength and growth with a particular focus on instructional rigor and literacy. |
|---|---|---|
| whole staff | Ongoing; 9/2018-6/2019 | Administration |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will engage families and students through working with the SLT and the Parents Association during the monthly meetings as well as parent events to ensure they are well versed in the expectations for teachers and staff and that their concerns and priorities are included in the dialogue.

### 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.

Administration will be dedicating a large portion of the academic day to engaging in classroom visits and professional dialogue designed to support the implementation and maintenance of best practices in the classroom in order to support the achievement of all learners.

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

|   | Tax Levy |   | Title I SWP |   | Title I TA |   | Title II, Part A |   | Title III, Part A |   | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|
| X |   |   |   |   |   |   |   |   |   |   |
|   |   | X |   |   |   |   |   |   |   |   |
|   |   |   | X |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |

Part 5 – Progress Monitoring

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

By February 2018, using data from Advance, 93% of our teachers should be on track to be rated either effective or highly effective as per the Measures of Teacher Practice.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

We will use Advance and the Measures of Teacher Practice as our instrument to measure progress.

Part 5c. In February 2019, 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

| Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly. |

| 1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year. |
| 2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year. |

### Strengths

Community Events such as:

- Talent Exhibition
- Awards Ceremonies
- Parent Publications
- Skedula
- Kinvolved
- School website
- Various Community Based Organizations have provided our students with exposure to the arts, college and career readiness and global affairs.
  - Pencil: this partnership has provided a number of our students with competitive and highly paid internships each summer. Additionally, Pencil has connected us with, which provides exposure to our students to professional skills needed in order to navigate the post-secondary process. professionals visit our school once every month to focus on a different professional skill (resume writing, interview tips, social media presence, etc.). Students are invited to visit their headquarters at 30 Rock and meet professionals from different departments.
  - Justice Resource Center: Organize and support the Mentor Moot Court Competition and Mentor Mock Trial Competition.
  - Paul Hastings law firm: expose our students to various careers in law and coach our moot court/mock trial team.

### Data

- Learning Environment Survey
- Parent Request for workshops and training programs

### Areas of Improvement

- Increase participation in student survey
- Increase participation in parent survey
- Increase attendance by families at school sponsored events
## Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

Working collaboratively with their faculty advisors, our Youth Leadership Council and our Student Government will organize and hold two family events - one each semester - designed to engage and support our family and community ties with 20% of our families attending at least one event.
### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will identify organizations and individuals that will come into the school to offer families opportunities and support.</td>
<td>Families and Students</td>
<td>September 2018 - December 2018</td>
<td>Guidance, Administration, Parent Coordinator, Youth Leadership Council (YLC) and the YLC Advisor, Student Government, Student Government Advisor</td>
</tr>
<tr>
<td>Every semester we will offer at least one workshop or event in addition to the mandated parent teacher conferences in order to engage parents in the school community.</td>
<td>Families and Students</td>
<td>Fall 2018; Spring 2019</td>
<td>Guidance, Administration, Parent Coordinator, Youth Leadership Council (YLC) and the YLC Advisor</td>
</tr>
<tr>
<td>Students, teachers, administrators, and the parent coordinator will conduct personalized outreach (emails and phone calls) to families in order to ensure they are aware of events and feel welcome.</td>
<td>Families and Students</td>
<td>Weekly starting 9/17/18</td>
<td>Guidance, Administration, Parent Coordinator, Youth Leadership Council (YLC) and the YLC Advisor</td>
</tr>
<tr>
<td>We have implemented Skedula and Pupilpath, online grading tools, in order to help facilitate open communication between school staff, students, and families regarding academic, social-emotional and attendance support. We will offer parent training in this on the mandated family night in September.</td>
<td>Families and Students</td>
<td>September 2018, as needed throughout the year for families on an as needed basis</td>
<td>Guidance, Administration, Parent Coordinator, Teachers</td>
</tr>
<tr>
<td>Working with the Language Access Coordinator we will ensure that all families have access to school materials and communications.</td>
<td>Families and Students</td>
<td>September 2018 through June 2019</td>
<td>Guidance, Administration, Parent Coordinator, ENL Teacher</td>
</tr>
</tbody>
</table>
Following events, we will ask parents to provide feedback regarding their satisfaction with the events as well as any ideas they may have for next steps.

Families and Students

September 2018 through June 2019 - This will be done immediately following events throughout the year.

Guidance, Administration, Parent Coordinator, YLC, YLC Advisor, Student Government, Student Government Advisor

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

We will be working with Creative Connections and PRY (an onsite CBO) in order to support these efforts.

### 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.

We will use Title 1 funds to help support this along with our partner, Creative Connections and our CBO, PRY. Our parent coordinator will also dedicate her time to this effort. Faculty advisors to the Student Government and the YLC will have three periods a week dedicated to these activities.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>X</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

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

By February 2018 at least 15% of families will have attended one event.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

We will measure the attendance through the use of sign in sheets to monitor attendance.

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to <a href="#">NYSED’s memo</a>)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Regents, NYSESLAT, Scholarship Report, Formative class assessment data, grade team inquiry data, parent feedback</td>
<td>Regents Preparation, Formative Assessment, After School ELA Tutoring, Creative Connections, Book Club, Spoken Word/Poetry Club</td>
<td>Small group instruction, one to one tutoring and computer aided instruction</td>
<td>After school, during the school day at lunch time, some Saturdays</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Regents, NYSESLAT, Scholarship Report, Formative class assessment data, grade team inquiry data, parent feedback</td>
<td>Regents Preparation, Formative Assessment, After School Tutoring, Regents Prep, PERC</td>
<td>Small group instruction, one to one tutoring and computer aided instruction</td>
<td>Wednesdays and Thursdays after school, during lunch time and some Saturdays</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Regents, NYSESLAT, Scholarship Report, Formative class assessment data, grade team inquiry data, parent feedback</td>
<td>Regents and State Preparation, Formative Assessment, After School Tutoring, Regents Prep.</td>
<td>Small group instruction, one to one tutoring and computer aided instruction</td>
<td>Wednesdays and Thursdays after school, during lunch time and some Saturdays</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Regents, NYSESLAT, Scholarship Report, Formative class assessment data, grade team inquiry data, parent feedback</td>
<td>Regents Preparation, Formative Assessment, After School Global Tutoring, Tier II RTI,</td>
<td>Small group instruction, one to one tutoring and computer aided instruction</td>
<td>Wednesdays and Fridays after school, during lunch time and some Saturdays</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Teacher Recommendation, Scholarship Report, Attendance Data,</td>
<td>Pull-Out, Classroom Workshops, Individualized Counseling, Family Counseling, Referrals,</td>
<td>Small group counseling, small group through content area</td>
<td>During the school day and after school</td>
</tr>
</tbody>
</table>

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2018-19 CEP  32
| Crisis Intervention, Parent Request, etc. | LGBT Support, Mentoring, Girls Group, PRY Counseling | literature, one to one tutoring |
**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:


### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

<table>
<thead>
<tr>
<th>ATS says 8 - we need to check this number</th>
</tr>
</thead>
</table>

2. Please describe the services you are planning to provide to the STH population.

Distribution of all necessary school supplies and personal hygiene items. Outreach to families in need by family worker and parent coordinator, school based guidance support for all affected students.

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

<table>
<thead>
<tr>
<th>NA</th>
</tr>
</thead>
</table>

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
### Section 8: 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(s) where the response can be found.
- For additional information, visit the [Title I Intranet webpage](#).

#### Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 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.

We actively recruit teachers based on needs, program changes, and the attrition of staff. In partnership with multiple teacher pipeline organizations and the DOE, we select candidates based on qualifications and staff who are the best fit for our population and who believe in our mission. Candidates are also asked to teach a lesson to a group of students in order for us to see them in action and get a feel for their presence in the classroom. Once teachers are hired, they receive ongoing mentoring and coaching support. Professional Development is based on teacher needs and school goals. Ongoing professional development both off-site and in house and is aligned to the mission of our school. Professional development is planned by a committee when done in house, and we also partner with Stem Strategies to provide targeted coaching and professional development on a monthly basis. Assignments of teachers are based on student need and teacher license area.

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).

Teacher and administrator professional development; teacher workshops on common core, unit planning and lesson development; staff support and paraprofessional development; Stem Solutions; Learning and Leading Together.

#### Part 3: TA Schools Only

3a. **Use of Program Resources**

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

N/A

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.

- Teachers receive professional development around the use of curriculum, instruction, and assessment
- Our school has a comprehensive assessment plan
- Teachers receive feedback on classroom level assessments
- Teachers and administrators analyze state assessments to understand strengths and instructional gaps that students may have to help target instruction
- Teachers also review student assessments and student work products during team meetings to improve instruction

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. 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Verify with an (X)</th>
<th>Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>300,831</td>
<td>X</td>
<td>Section 5a, 5B, 5C, 5D and 5E, and Section 6</td>
</tr>
</tbody>
</table>

2018-19 CEP
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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent and Family Engagement Policy

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. **John Jay School for Law**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

### Support for Parents and Family Members of Title I Students

**John Jay School for Law** 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;

### Parental Involvement and School Quality

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Elementary and Secondary (ESSA) 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;

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**Encouraging School-Level Parental Involvement**

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.

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**School-Parent Compact (SPC)**

**John Jay School for Law**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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

• using academic learning time efficiently;
● respecting cultural, racial and ethnic differences;

● implementing a curriculum aligned to the Common Core State Learning Standards;

● offering high quality instruction in all content areas;

● providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Elementary and Secondary (ESSA) Act;

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

● conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;

● convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;

● arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

● respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

● providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

● involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

● providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

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I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

● assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

● sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

● supporting parental involvement activities as requested by parents;

● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

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II. Parent/Guardian Responsibilities

● monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

● check and assist my child in completing homework tasks, when necessary;

● read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

● set limits to the amount of time my child watches television or plays video games;

● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

● encourage my child to follow school rules and regulations and discuss this Compact with my child;

● volunteer in my child’s school or assist from my home as time permits;
● participate, as appropriate, in the decisions relating to my child’s education;

● communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

● respond to surveys, feedback forms and notices when requested;

● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

● participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

● take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

● share responsibility for the improved academic achievement of my child;

### III. Student Responsibilities

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.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
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<tbody>
<tr>
<td>15</td>
<td>Brooklyn</td>
<td>John Jay School for Law</td>
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</tbody>
</table>

B. Language Allocation Policy Team Composition

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
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<tbody>
<tr>
<td>Deborah Glauner</td>
<td>Yelena Shhtyrkalo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>Betsy Chairman</td>
<td>Sharon Anthony/ELA</td>
<td>Timpyth Gilroy/ISS</td>
<td>Michael Prayor</td>
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<td></td>
<td>School Counselor</td>
<td>Parent</td>
<td>Field Support Center Staff Member</td>
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<tr>
<td></td>
<td>Angelina Ramos</td>
<td>Jenine Corneal</td>
<td>NA</td>
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<tr>
<td></td>
<td></td>
<td>Jeremiah Brown</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
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<tbody>
<tr>
<td>1</td>
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<table>
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<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
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<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
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<tr>
<td>0</td>
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D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>462</td>
<td>18</td>
<td>3.90%</td>
</tr>
</tbody>
</table>

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
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<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
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</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
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<th>Tot #</th>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

Assessment tools to identify early literacy skills of ENLs include Fontas and Pinnell, Wilson Reading System and Design Your Own Assessment. A combination of these tools is used to determine literacy skills of each ELL depending on their level and their grade. This data reveals that over 90% of ENLs read below grade level. This information helps inform our school’s instructional plan for ENLs as we use it to concentrate on reading in the ESL classes. Student achievement is supported by the modeling of reading strategies, targeted practice with reading strategies, and the use of leveled texts. In addition, an ENL teacher was hired to collaborate with content area teachers and support ENLs in all subject areas.

A close examination of the 2016-2017 New York State English as a Second Language Achievement Test (NYSESLAT) sub-test scores in each of the four language modalities indicates that some of our ENLs need to improve their reading and writing scores in order to meet the rigorous state and city standards. 2016-2017 NYSESLAT subscores in speaking and listening modalities showed that the majority of our ENLs are proficient in this area but that their reading and writing still requires
development. This data drives instruction in the ESL classes where reading across content areas is the focus. Student achievement is supported by the modeling of reading strategies in the content courses, targeted practice with reading strategies, scaffolded writing assignments, and collaboration between the ELA and social studies departments.

We currently use periodic assessments. Success of our ENLs is evaluated using both quantitative and qualitative data. Design Your Own Assessment test results, classwork and homework completion, oral and written presentations, research projects and class participation are all modes of assessment used to measure success. Each spring we evaluate the NYSESLAT scores and track each ELL’s progress through the levels of proficiency.

2. What structures do you have in place to support this effort?
We have grade and content meetings where teachers analyze data for all subgroups in order to determine best practices (vertically and horizontally) to support ENL students. In addition, the cabinet looks at school-wide trends along with city-wide data to ensure that we are targeting areas of need in a timely and appropriate manner. Lastly, professional development is provided in order to support teachers in differentiating to support academic achievement of all learners.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
We evaluate the success of our programs for ENLs through various measures, including the NYSESLAT, Regents exams, class grades, and progress in language development as measured through formative assessment throughout the school year. Formative assessments, including journal writing, Socratic seminars, and literary and argumentative writing are evaluated based on rubrics that include language-based as well as content-based criteria. Specific areas of need identify include extended writing, academic vocabulary in addition to everyday vocabulary and note taking skills. A specific skill we want to address is using context clues to make inferences regarding word meaning.

4. What structures do you have in place to address interventions once the summative data has been gathered?
In addition to stand alone ESL we also have push-in ESL where the ESL teacher pushed into classrooms to provide support. Our ESL teacher is part of content team meetings as well as grade team meetings so that we can ensure accurate sharing of data as well as providing opportunities for teachers to work together on best practices across grades and curricula.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
N/A

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
The results from the 2016-2017 NYSESLAT and NYSITELL reveal that the most challenging sections of the exam are the writing sections. This pattern is prevalent across grades and performance levels. The data shows that there continues to be a need for a strong focus on helping students to synthesize information and cite evidence from complex texts. Overall, students showed strength in speaking skills, demonstrating that they are developing the ability to produce academic language aligned to content-based tasks.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Our ESL teacher is part of content team meetings as well as grade team meetings so that we can ensure accurate sharing of data as well as providing opportunities for teachers to work together on best practices across grades and curricula.

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Part IV: ELL Programming
Programming and Scheduling Information

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

   a. Freestanding ENL program.
      
      We have a freestanding ENL program, which includes one stand alone class, push-in support, and some co-teaching of content courses programmed with ENLs taught by an ESL teacher and a content teacher. Entering ENLs receive 540 minutes of ENL, emerging ENLs receive 360 minutes, transitioning and expanding ELLs receive 180 minutes. Programming decisions are made based on student NYSESLAT scores.

      Currently, there is one programmed stand alone class and the ESL teacher is programmed to provide support in ELA and Social Studies. The stand alone class is mixed level. In the push-in class students are grouped according to ability with students receiving ENL support being grouped with native English speakers in order to provide support to all students and at the same time exposing and immersing our ENL students with students already fluent in conversational English.

   b. TBE program. If applicable.
      
      N/A

   c. DL program. If applicable.
      
      N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

      The school ensures that the mandated number of instructional minutes is provided according to proficiency level through a combination of programming, using push-in and pull-out models. Students at the entering and emerging levels receive 2 units of study in the standalone ENL program and 1 unit of study in ENL/ELA. Students at the Transitioning level receive 1 unit of study in the stand alone ENL program and 1 unit of study in ENL/ELA. Students at the Expanding level receive 1 unit of study in ENL/Core Content Area, and students at the Commanding level receive .5 unit of study in ENL/Core Content Area.

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.

   Core content is delivered in English; however, when necessary students are supported in accessing content (either through peer or teacher) in the native language. To meet the demands of the Common Core Learning Standards, ENL students are provided with supports to make content comprehensible. Supports include adapting course materials, using leveled texts, displaying images, and native language support. To foster language development, students are given explicit vocabulary instruction, taught to use vocabulary and semantic mapping, and taught grammar through context. ENL students’ ability to participate in Socratic seminars and class discussions is enhanced through the use of sentence stems and discussion techniques that allow students to participate at their own pace. Instruction includes various techniques, including direct instruction, cooperative learning, and student-generated questioning. The ESL teacher may assist content area teachers in adapting materials, creating scaffolded activities, or finding supports. The ENL teacher also uses methods such as translation software and scribing to allow ELLs to participate more fully in class discussions and in the completion of assignments.

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

   We review ATS reports such as the RLEC, which has ENL students’ home language survey results. ENL students are often provided with assignments in their home language and allowed to respond in their home language if they feel more comfortable doing so. A teacher who speaks the home language or a teacher using translation software scores these
assignments. ENL students taking Regents exams are provided with a copy of the exam in the home language in every subject for which it is available.

5. 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

Instruction is differentiated for different subgroups of ENL students. SIFE students participate in extended day and after school enrichment activities. Focus is on differentiated instruction in order to assist students in reading and writing skills. In-class work focuses on strategies, such as graphic organizers and outlining techniques, to help students with reading comprehension. In addition, cloze exercises and dictation passages are used to help students improve in writing and listening skills. For our newcomers, the focus is on immersion in reading, writing, speaking and listening in English. To this end, we employ a variety of techniques and strategies in class, including vocabulary mapping, cloze and dictation exercises, previewing for reading comprehension, retelling, writing about films and photographs, dialogue practice, and learning English structures. Students are also given scaffolded instruction and practice for NYS examinations, with an emphasis on reading short passages, filling out graphic organizers, multiple choice answer strategies, and writing short responses. For ENL students who have been here for 4-6 years, we employ techniques that emphasize group work and differentiated instruction. We use the Access series, which uses scaffolded activities to help students with reading in the content area. Students create vocabulary maps as a means of expanding vocabulary and aiding in reading comprehension. Long-term ENL students have focused essay-writing strategy sessions to assist them in writing for state examinations; they learn to use graphic organizers and highlighting of text to help with their writing. Students with special needs choose from a variety of high-interest accessible texts and work with graphic organizers to help them improve in their reading and writing skills. The ENL teachers provides former ENL students with support in content classes as well as intervention and support in tutoring as needed and in consultation with content area teachers. ENL students and former ENL students are allowed extended time and the use of bilingual dictionaries on all exams in content classes and on Regents exams. Regents exams in the home language are provided when allowed, and exams in content classes are provided in the home language as needed.

6. 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?

Teachers use graphic organizers, adapted materials, text previews, film, and leveled texts as pre-reading activities, which support the ENL-SWD who is confronted with a challenging grade-level text. Scaffolding of the materials is essential in providing support to the ENL-SWD. Language development is accelerated through a focus on learning vocabulary tier 2 and tier 3 vocabulary items. Grade-level materials include literary texts, content textbooks, and primary source documents. Texts and assignments are provided in the home language as needed, and some native language texts are available for ENLs who wish to develop their reading skills by reading in the native language. Programmers, school administration, and the relevant staff meet to ensure that ENL-SWDs receive mandated services such as counseling, speech, occupational therapy, and programming recommendations according to their mandated IEP. ENL-SWDs whose IEP mandates ESL instruction receive ENL services. Our school does not have bilingual instruction at this time.

7. 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?

Teachers use instructional strategies such as Socratic seminars, cooperative learning, heterogeneous grouping, graphic organizers, student-led discussion, sentence frames, exits slips, and frequent and ongoing assessment as a way of providing access to academic content as well as accelerating English language development. Teachers use grade-level materials, scaffolded through direct vocabulary instruction and annotation strategies. For our ENL/SWDs, there is curricular, instructional, and scheduling flexibility in order to meet diverse needs within the least restrictive environment. Curricular: Access to content through Access (Great Source) series and Visions series. Both series allow for modification of academic tasks to meet the needs of each student. Instructional: Students are engaged in multi-sensory activities and work with high-interest material. Teachers use graphic organizers and chunking of text to aid in reading comprehension. Scheduling: Students are
scheduled flexibly. All diverse ENL-SWDS are given a flexible program in the least restrictive environment. These students are placed in ICT classes according to their mandated IEPs.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Our targeted intervention programs for ENL students in ELA:

Newcomers: Teachers will use various strategies to focus on reading and listening comprehension skills, including graphic organizers, outlining techniques, cloze exercises and dictations. Students will do self-paced work on Rosetta Stone.

SIFE: Students will participate in Academic Advantage tutoring after school. In class, focus will be on developing skills in making inferences, identifying main ideas, and making predictions during reading.

Developing ENL students: Focus will be on teaching students to annotate, outline, and paraphrase while reading. Students will create vocabulary maps and work on understanding word parts, such as suffixes and prefixes.

SwD: Students will attend extended day programs for work on reading and math skills.

Longterm ENL students: Focus will be on using graphic organizers in pre-writing, creating a template for identifying key parts of a paragraph, and creating mini-lessons on grammatical topics.

Our targeted interventions for ENL students in Math:

Newcomers: Students will be engaged in multi-sensory activities that utilize student strengths.

SIFE: Teachers will use task analysis to teach concepts in small, meaningful steps.

Developing ENL students: In-class interventions include assigning a classwork/homework review buddy.

SPED: Teachers will create shorter assessments with fewer problems on page.

Longterm ENL students: Students will attend after school programs. Student strengths will be used to remediate weaknesses.

Our targeted interventions for ENL students in Science:

Newcomers: Teachers will provide manipulative and concrete/tactile materials.

SIFE: Teachers will utilize visual and auditory aids.

Developing ENL students: Students will be taught to use highlighters to identify key words, phrases, and scientific words.

SwD: Tasks will be analyzed so that concepts can be broken down and taught in small chunks.

Longterm ENL students: Students will be taught organizational skills and techniques for writing up lab reports.

Our targeted interventions for ENL students in Social Studies:

Newcomers: Materials will be chunked into manageable portions; teachers will adapt written text to student level.

SIFE: Students will be provided with shorter assignments and given writing templates to help develop writing in social studies.

Developing ENL students: Students will be teamed with class buddies to help them with material.

SwD: Teachers will use the arts and technology to reinforce concepts.

Longterm ENL students: Teachers will make historical events accessible to students through the use of technology and multimedia projects.

Intervention services in our school include the guidance counselor and PRY. These services are conducted in English or Spanish.

Transitional support will be provided for ENL students for up to 2 years after testing out of ESL services. Content area and ESL teachers work cooperatively to ensure that transitional students are supported through differentiated assignments. The ESL teacher supports the students in understanding content area work.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
One improvement for the coming year will be the use of the newly updated research-based EDGE series with our ENL students. This series includes a rigorous approach to language acquisition, with high-interest, scaffolded activities that parallel most ELA curricula.

10. If you had a bilingual program, what was the reason you closed it?
There are no programs or services for ENL students that will be discontinued.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ENL students participate in all after school and Saturday programs offered. They participate in activities related to the 21st Century grant as well as Regents Prep classes on Saturdays and after school. They are also involved in PSAL and other sport-related activities. ENL students receive the same invitations to these programs that other students receive as well as a version in the home language as needed. The ESL teacher is available to help ENL students during Saturday tutoring programs.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Instructional/content area materials include:
- All students: Smartboards in content classes to allow students to view images that will help them understand content
- Newcomers: Rosetta Stone software, Visions series, interactive ESL websites, texts and assignments in the native language in content classes, native language texts to develop reading skills, computers in content classes to allow students to translate their answers
- SIFE: Access (Great Source) series for U.S./Global History
- Developing ENL students: Edge series, High Point series, Azar Grammar series
- SPED: High Point, ESL Lab website
- Longterm ENL students: Edge series, Azar Grammar series

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
In our ENL program, students are given access to native language materials to aid in content area understanding. ENL students are also paired with native language speaking peers in content classes, who provide support through interpretation.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Our support services for ENL students include our guidance department staff, who are available to see all students. Because we are a small school, our guidance department is able to get to know our students on an individual basis, and to assist them with any issues that arise. Guidance staff and the social worker support students based on their grade/age. In addition to guidance, the following services are available to all students, including ENL students: additional special education services if necessary based on a full educational evaluation, nurse, speech, resource room, social worker, and psychologist.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
Instructional/content area materials include:
- All students: Smartboards in content classes to allow students to view images that will help them understand content
- Newcomers: Rosetta Stone software, Visions series, interactive ESL websites, texts and assignments in the native language in content classes, native language texts to develop reading skills, computers in content classes to allow students to translate their answers
- SIFE: Access (Great Source) series for U.S./Global History
- Developing ENL students: Edge series, High Point series, Azar Grammar series
- SPED: High Point, ESL Lab website
- Longterm ENL students: Edge series, Azar Grammar series

16. 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).
Activities are provided to assist newly-enrolled ENL students in becoming acclimated to our school, our city, and our country. The goal of these activities will be to enable the newly-arrived student to become comfortable in our school. Some of the activities include: newcomers’ breakfast and student buddies in their content area classes. We also provide summer orientation sessions for our entering 9th grade classes. In the summer, the school has a summer orientation for incoming ninth grade students and their parents. At the orientation, students and parents have the opportunity to meet with their teachers, engage in curriculum exploration, and become familiar with the culture of the school. All students, including ENL students, are invited to participate.

17. What language electives are offered to ELLs?
The language elective offered to all students, including ENL students, is Spanish.

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

   N/A

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 and non-pedagogic staff.) 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?

   We will engage in those activities which support our ENL teacher and the general education teachers in providing the necessary adaptations and strategies for ENL students. The ENL teacher will attend professional development meetings through the OELL. The teacher will turn-key all information at PD sessions to assistant principals, paraprofessionals, subject area teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and the parent coordinator. All teachers will be involved in professional development on implementing the CCLS, and in particular on adapting course materials, so that ENL students have access to grade level content information.

2. 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.

   School leadership and guidance support staff in assisting ENL students as they move from one school level to the next in the following ways: 1) School staff receives lists of ELLs, their levels, and schedules during the first two weeks of school. 2) Staff/ENL teacher confer about needs of individual students. 3) Grade teams confer with each other on ways to help ENL students transition to the new grade, e.g., with curricular or instructional modifications.

   Our school’s professional development plan for all ESL personnel involves two trainings for all staff at faculty-wide meetings. In November 2015 and in April 2016 we will run professional development and train faculty in scaffolding approaches to help support ENL studentsthroughout the content areas. Additionally, staff receives materials and training from our ESL teacher during grade team meetings, which occur weekly. In these weekly meetings, student work is assessed and discussed between the content teachers. Additionally, the teachers set-up inter-visitations and intra-visitations when appropriate for content area teachers to observe purposeful instructional approaches for ENL students. Through this professional development approach, we ensure that all teachers are provided with the required hours of training through meetings, observations, and inter-visitations. Agendas for these professional developments are kept in the administrative offices.

   This professional development plan provides ongoing support and training to assist principals, paraprofessionals, counselors,
psychologists, therapists, secretaries, the parent coordinator, and all subject area teachers on instructional, compliance, and social issues affecting ENL students.

Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents of ENL students are invited to attend an annual individual meeting to discuss the goals of the ENL program, the results of the NYSES LAT/NYSITELL, student's progress in language development, and the student's language development needs in all content areas. Meetings are scheduled during the school day, and a translator is provided. Content area teachers and the ENL teacher as well as support staff (guidance, social worker) attend the meeting.

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

Parents of ENL students participate in all aspects of the school. In the beginning of the school year, newly enrolled English language learners and their parents are invited to an open house, where they have the opportunity to meet with their teachers, engage in curriculum exploration, and become familiar with our school. Furthermore, we hold two parent breakfasts for our ENL parents, at which time they participate in workshops on how they can assist their children's success in school. Parents are also encouraged to accompany their children on the ENL field trips in the spring. The parent breakfasts are a good forum for parents to find out about the workings of our school as well as how they can assist their children in succeeding in their classes.

For parent/teacher conferences, parents of ENLs are provided with services from the Department of Education where they can call in to receive translation of the parent/teacher conference. Throughout the year, parents of our ENLs are invited to attend our grade-level meetings with their child's teachers to discuss student progress and social issues. Translation services are provided at these meetings.

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.
Part V: ELL Identification Attestation

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Deborah Glauner, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
   a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
   b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

**School Name:** John Jay School for Law  
**School DBN:** 15K462

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deborah Glauner</td>
<td>Principal</td>
<td></td>
<td>9/20/17</td>
</tr>
<tr>
<td>Yelena Shtyrkalo</td>
<td>Assistant Principal</td>
<td></td>
<td>9/20/17</td>
</tr>
<tr>
<td>Jeremiah Brown</td>
<td>Parent Coordinator</td>
<td></td>
<td>9/20/17</td>
</tr>
<tr>
<td>Betsy Chairman</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>9/20/17</td>
</tr>
<tr>
<td>Jenine Corneal</td>
<td>Parent</td>
<td></td>
<td>9/20/17</td>
</tr>
<tr>
<td>Sharon Anthony/English</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/20/17</td>
</tr>
<tr>
<td>Elizabeth Baker/Science</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/20/17</td>
</tr>
<tr>
<td>NA</td>
<td>Coach</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>NA</td>
<td>Coach</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>Angelina Ramos</td>
<td>School Counselor</td>
<td></td>
<td>9/20/17</td>
</tr>
<tr>
<td>Michael Prayor</td>
<td>Superintendent</td>
<td></td>
<td>9/20/17</td>
</tr>
<tr>
<td>NA</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>Timothy Gilroy/Special Education</td>
<td>Other ____</td>
<td></td>
<td>9/20/17</td>
</tr>
<tr>
<td>NA</td>
<td>Other</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>NA</td>
<td>Other</td>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: K462  School Name: Secondary School for Law  Superintendent: Karen Watts

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yelena</td>
<td>Shtyrkalo</td>
<td>Assistant Principal</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

The data and methodologies used to assess language preferences of the parent community for both written and oral communication and translation include all families completing the Home Language Identification Survey at registration, informal interviews, review of RLAB, RLAT, RELC reports in ATS, and mandatory completion of Student Emergency Contact cards. Our parents, Assistant Principal, Attendance Coordinator and Spanish speaking Guidance Counselor are a part of this process to ensure timeliness of written and oral translation. Our intake process begins with parents completing the Home Language Identification Survey (HLIS), which identifies students who are eligible for NYSITELL testing. A licensed pedagogue, the ENL teacher, who is trained in cultural competency, language development, and the needs of ELLs, assists with this intake interview. Interpretation services are made available to parents through the DOE Translation Unit when they are filling out the HLIS. A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined.
based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albanian</td>
<td>1</td>
<td>.21</td>
<td>2</td>
<td>.41</td>
</tr>
<tr>
<td>Arabic</td>
<td>3</td>
<td>.62</td>
<td>4</td>
<td>.82</td>
</tr>
<tr>
<td>Bengali</td>
<td>3</td>
<td>.62</td>
<td>3</td>
<td>.62</td>
</tr>
<tr>
<td>Chinese</td>
<td>3</td>
<td>.62</td>
<td>2</td>
<td>.41</td>
</tr>
<tr>
<td>ESTONIAN</td>
<td>1</td>
<td>.21</td>
<td>1</td>
<td>.21</td>
</tr>
<tr>
<td>FRENCH</td>
<td>1</td>
<td>.21</td>
<td>1</td>
<td>.21</td>
</tr>
<tr>
<td>FULANI</td>
<td>1</td>
<td>.21</td>
<td>1</td>
<td>.21</td>
</tr>
<tr>
<td>HAITIAN CREOLE</td>
<td>6</td>
<td>1.24</td>
<td>6</td>
<td>1.24</td>
</tr>
<tr>
<td>MANDARIN</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>.21</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>400</td>
<td>82.47</td>
<td>399</td>
<td>82.27</td>
</tr>
<tr>
<td>RUSSIAN</td>
<td>2</td>
<td>.41</td>
<td>2</td>
<td>.41</td>
</tr>
<tr>
<td>SENUFO</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SPANISH</td>
<td>62</td>
<td>12.78</td>
<td>61</td>
<td>12.58</td>
</tr>
<tr>
<td>Urdu</td>
<td>1</td>
<td>.21</td>
<td>1</td>
<td>.21</td>
</tr>
<tr>
<td>Yoruba</td>
<td>1</td>
<td>.21</td>
<td>1</td>
<td>.21</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

| NA |

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
The documents the school typically disseminates that require translation throughout the school year include: parent teacher conference announcements, after-school program information, Regents Exam Information, SAT Prep and Exam Information, Parent Workshops, College Trips, Field Trips, Senior Dues and Events, School and Community Announcements and other critical information. These documents are translated and mailed home to parents and guardians throughout the school year.

We utilize on-site staff, Google translate and the Big Word agency along with the DOE Translation Unit. Skedula, our online grading tool, also translates progress report and all other materials into students' home languages.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The documents the school typically disseminates that require translation throughout the school year include: parent teacher conference announcements, after-school program information, Regents Exam Information, SAT Prep and Exam Information, Parent Workshops, College Trips, Field Trips, Senior Dues and Events, School and Community Announcements and other critical information. These documents are translated and mailed home to parents and guardians throughout the school year.</td>
<td>The documents are distributed concurrent with all materials distributed by the school.</td>
<td>We utilize on-site staff, Google translate and the Big Word agency along with the DOE Translation Unit. Skedula, our online grading tool, also translates progress report and all other materials into students' home languages.</td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translation services are provided during parent-teacher conferences which are held four times a year. In addition, Teachers, Guidance Counselors, Deans and the Attendance Teacher contact parents and set up individual parent conferences when necessary.</td>
<td>The documents are distributed concurrent with all materials distributed by the school.</td>
<td>We utilize on-site staff, Google translate and the Big Word agency along with the DOE Translation Unit.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We utilize Kinvolve and Skedula which translate to multiple languages.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor's Regulation A-663 and what resources are available to meet compliance.

We will review this in our staff wide PD as well as in our Staff Handbook. We will utilize our LAC to ensure that staff is able to meet the needs of all our ENL students.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

Parents whose primary language is other than English and who require language assistance services will receive a Parents Bill of Rights and Responsibilities when they visit the school. Translation services will be provided as needed. The school will post in the main office the sign of the covered languages indicating the availability of interpretation services. According to our safety plan, if a parent or visitor does not speak English, the S.S.A. or staff member should try to determine the language the individual is speaking and then attempt to locate a translator within the building by contacting the main office. If a translator is not present within the building, the S.S.A. or staff member on duty should escort the individual to the main office, where a school representative should contact the DOE's translation and interpretation services unit at 718-752-7373 to request telephone translation.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Parents receive a letter and phone calls in order to ensure that they complete a Parent Survey. The Survey forms are kept in a file cabinet in the ENL classroom and are monitored for parent choice.