



**THE BRONX SCHOOL OF LAW AND FINANCE**

**2008-09**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 10X284**

**ADDRESS: 99 TERRACE VIEW AVE., BRONX, NY 10463**

**TELEPHONE: 718 561 0113**

**FAX: 718 561 0595**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 10x284      **SCHOOL NAME:** The Bronx School of Law and Finance

**DISTRICT:** 10      **SSO NAME/NETWORK #:** New Visions

**SCHOOL ADDRESS:** 99 Terrace View Ave., Bronx, NY 10463

**SCHOOL TELEPHONE:** 718 561 0113      **FAX:** 718 561 0595

**SCHOOL CONTACT PERSON:** Dr. Jessica Goring      **EMAIL ADDRESS:** [jgoring@schools.nyc.gov](mailto:jgoring@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**      Dr. Jessica Goring, Assistant Principal

**PRINCIPAL**      Mr. Evan Schwartz

**UFT CHAPTER LEADER**      Ms. Teriscovkya Smith

**PARENTS' ASSOCIATION  
PRESIDENT**      Ms. Amelia Patrice

**STUDENT REPRESENTATIVE**  
*(Required for high schools)*      Ms. Emely Vargas

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**      Ms. Sonia Menendez

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Evan Schwartz	*Principal or Designee	<b>*All signatures are on file in the principal’s office</b>
Teriscovkya Smith	*UFT Chapter Chairperson or Designee	
Amelia Patrice	*PA/PTA President or Designated Co-President	
Zoraida Torres	Title I Parent Representative	
Emely Vargas	Student Representative	
Jessica Goring	Assistant Principal	
Lena Borst	Teacher	
Kwabena Victor	Student Representative	
Ermalinda Lopez-Brown	Parent	
Ana Cruz	Parent	
Alba Urena	Parent	

\* Core (mandatory) SLT members.  
Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Officially a school in 2004, the Bronx School of Law and Finance opened as a program on the eighth floor of John F. Kennedy High School, located in the Marble Hill section of the Bronx, in September of 2003. We have approximately 100 students per grade from a total of 13 different countries, giving us around 400+ students—a representative population of the Bronx, as Section B will show.

Our mission is consistent with our stated interest in two distinct professional fields. Our mission is to provide students with the necessary skills and abilities to pursue higher education through the introduction of careers in Law and Finance. Our students are exposed to the world of finance and law through internships, mentoring, and fieldwork. Additionally, we are partnered with the prestigious Education Program of Barnard College/Columbia University. The education program at Barnard is known for its openness to creative and alternative methods of teaching, learning and assessment, and we work with many of their student teachers, even hiring some upon graduation. This partnership increases our focus on academic rigor, as well as our commitment to preparing students for matriculation in the colleges of their choice. In their first year, our students visited Smith College, Hampshire College, Marist College, RPI, and the University of Massachusetts at Amherst. Sophomore year included trips to Barnard College, our lead agency, Columbia College, and Baruch College. A junior year field trip to Washington D.C. included stops at colleges, including Rutgers and the Princeton, en route.

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

Courses we offer to law majors include Constitutional law, Criminal law, Civil law, Court Procedures, and Brief Writing. Courses we offer to finance majors include Accounting I and II, Wall Street, Banking, and International Finance. Additionally, we are utilizing our connections to the Justice Resource Center and to the National Academy Foundation in order to supplement the experiences and field work of our students. For example, our law students have participated in moot court, mock trial, the Coalition for Asian American Children and Families, the Lawyer in the Classroom program, and a Saturday program at New York University Law School, and visited the Hispanic National Bar Association Youth Convention, Skadden Arps Meagher and Flom, Ernst and Young, Kaye Scholar, the New York Supreme Court, the Bronx District Attorney's office, and Credit Suisse. Our finance students participated in job shadowing programs at the United Nations, American Express and United Way, attended NAF conferences, visited Baruch College, and joined exploring careers programs at Bovis Lend Lease, AT&T, and Credit Suisse, among others. Tenth grade students participate in the

Stock Market Game, a city-wide competition analyzing stock prices over the Internet. Eleventh-grade Finance Academy students use computers during their finance courses, and have access to a Bloomberg Terminal on our very own virtual trading floor. Students who are majoring in finance will also have the opportunity to take a course on the Baruch College campus during their senior year, and students majoring in law have the opportunity to take a course at Lehman during their senior year. We are also in conversation with Barnard College to discuss the opportunity for seniors to take classes on Barnard's campus.

Finally, an item of defining importance to our school is the formation of our Advisory program. Our Advisory program sees every student matched to a faculty advisor, who acts as the student's guide and as a liaison between the school and the home. One highlight of our Advisory program is the letter exchange, where advisors and advisees correspond through letters about a number of issues. This correlates to our goals of providing a sense of community and family for the students in our school. Students are even called to the stage for graduation by their respective advisors! Our Advisory program is key to the intimate and welcoming nature of our school.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) will be available for download by each school on the NYCDOE website. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided. (The URL for download will be posted in the May 20<sup>th</sup> edition of “Principals’ Weekly.”)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	The Bronx School of Law and Finance				
<b>District:</b>	10	<b>DBN #:</b>	284	<b>School BEDS Code #:</b>	10x284

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
<b>Enrollment:</b>					<b>Attendance:</b>				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K					87	85	84		
Kindergarten				<b>Student Mobility:</b>					
Grade 1				(% of Enrollment as of June 30)	2006	2007	2008		
Grade 2					0	0	0		
Grade 3				<b>Eligible for Free Lunch:</b>					
Grade 4				(% of Enrollment as of October 31)	2005	2006	2007		
Grade 5					83	81	83		
Grade 6				<b>Students in Temporary Housing:</b>					
Grade 7				(Total Number as of June 30)	2006	2007	2008		
Grade 8					5	3	2		
Grade 9	123	141		<b>Recent Immigrants:</b>					
Grade 10	114	99		(Total Number as of October 31)	2006	2007	2008		
Grade 11	93	92			14	15			
Grade 12	71	78		<b>Suspensions:</b>					
Ungraded Elementary				(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Ungraded Secondary				Principal Suspensions	31	35	34		
Total	401	410		Superintendent Suspensions	12	10	15		
<i>These students are included in the enrollment information above.</i>									
<b>Special Education Enrollment:</b>									
(October 31)	2006	2007	2008						
Number in Self-Contained Classes	4	12	20						
No. in Collaborative Team Teaching (CTT) Classes	14	28	32						
Number all others									

DEMOGRAPHICS							
				<b>Special High School Programs:</b>			
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	320	320	320
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	14	31	35	<b>Number of Staff:</b>			
# ELLs with IEPs	1	3	5	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	28	29	
				Number of Administrators and Other Professionals	2	2	2
<b>Overage Students:</b>							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	4	4	
	10	10					
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	90	95	
American Indian or Alaska Native	1	2		Percent more than two years teaching in this school	85	90	
Black or African American	160	157		Percent more than five years teaching anywhere	25	30	
Hispanic or Latino	205	224		Percent Masters Degree or higher	85	90	
Asian or Native Hawaiian/Other Pacific Isl.	10	9		Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	99	99	
White	10	7					
Multi-racial	15	11					
Male	171	175					
Female	230	235					

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2005-06	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2007-08):</b>		<input type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>Individual Subject/Area Ratings</b>	Elementary/Middle Level			Secondary Level	
	ELA:			ELA:	
	Math:			Math:	
	Science:			Grad. Rate:	70.9

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students				√	√	√
<b>Ethnicity</b>						
American Indian or Alaska Native				√	√	√
Black or African American				√	√	√
Hispanic or Latino				√	√	√
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial				-	-	-
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject						

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	A	Overall Evaluation:	Well developed
Overall Score	74.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	+
School Environment (Comprises 15% of the Overall Score)	11.4	Quality Statement 2: Plan and Set Goals	+
School Performance (Comprises 30% of the Overall Score)	23.8	Quality Statement 3: Align Instructional Strategy to Goals	+
Student Progress (Comprises 55% of the Overall Score)	33.3	Quality Statement 4: Align Capacity Building to Goals	+
Additional Credit	6	Quality Statement 5: Monitor and Revise	√

*Note: Progress Report grades are not yet available for District 75 schools.*

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

The student performance trends we identify include continued accumulation of credits through annualization options and a summer credit recovery program. This trend is particularly prevalent among our ninth grade students, who presumably come into high school unprepared for the amount of work we provide. As they adjust over the course of the year, their scores rise consistently.

Another trend we identified includes higher averages achieved in each subject, which we believe is due to our grading policy which encourages redoing work for higher scores in tutoring. Our policy is scaled on a four-point system, which makes the jump in between each point more significant in score, and therefore more likely to persuade students to put the effort in to correcting assignments. For example, a student who received a "2" on an assignment, carrying an approximate score weight of a 65, would be more likely to correct mistakes on a homework if that would move him/her up to a "3," or an approximate score weight of 80. An example of the effect this grading policy has had on student grades overall includes a look at our scholarship report, which shows seven students receiving an 80 or higher in Global History, while just two received a 65. 48 students overall received an 80 or higher in Computers for Law and Finance, while just seven received a 65. 55 students overall received an 80 or higher in Senior English, while just four received a 65, etc.

We arrived at these conclusions based on the following sources: our School Report Card, which granted us an "A," and specifically noted the good structures in place to promote student achievement while providing a strong community structure, our Quality Review and our own periodic assessments, as well as our school-based assessments—attendance, passing rates, teacher retention rates, survey responses, etc.

Some of the greatest accomplishments we achieved over the past few years are indicative of a new school learning and growing. We are proud of our first graduating class, of whom 95% are attending two or four year colleges. We are proud that every one of our qualifying students received an internship in either law or finance. We are happy to boast that we have the first simulated trading floor in the entire New York City. We are proud that we have established an effective and supportive relationship between our school and Barnard College, resulting in several student teachers, some of whom we have hired, and in our first student admitted to Barnard. We are grateful to the many professionals, firms, and financial institutions who have opened their doors to us over the years, and/or visited our school and spoke with our students. We are pleased at our students' participation in such academically prestigious competitions as Moot Court, Mock Trial, Fed Challenge, and others. And we are proud that when we had our teachers look back at our original plans and goals for our school and evaluate how well we were meeting them, they all agreed that we were on target.

Additionally, as stated in all the afore-mentioned data sources, we have created a structure that allows our teachers to participate in daily meetings regarding student instructional practices and student progress. This in addition to our advisory system has created a community between the faculty, parents and students that focuses on academic achievement.

One of the most significant aids or barriers to our school's continuous improvement comes in the breakdown of Special Education students by grade. For example, in the ninth grade class we have 12 Special Education students—six self-contained and six CTT. This presents many difficulties in running an appropriate program based on funding and limited space. It would be better, in fact, were we give fully 12 self-contained or 12 CTT students per year.

Another barrier to our school's continuous improvement is of a budgetary nature in that funds cut city-wide could result in the loss of teachers, thus impacting the current educational program we now offer.

We are looking to increase student literacy across all subject areas, which we perceive to be the number one academic barrier to student success. Additionally, we are continuing to promote the use of technology with our students, who will be entering a technology-rich career world in the near future.

Finally, we continue to struggle with attendance and with parent attendance at school-sponsored events. Although we are in continual correspondence with the homes for attendance, and academic achievements and worries alike, we have seen little headway in parents visiting the school. For example, at our last Bring Your Parent to School day, we saw only about eight parents out of a student body of 400.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Our goals for this year include the following:

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- Supporting our recently created structure that allows teachers to participate in daily meetings regarding student instructional practices and student progress. By June 2009, 80% of the teachers will be engaged in meetings dedicated to analyzing student progress and sharing information and ideas regarding instructional practices, and all advisers will receive bi-weekly progress reports from content area teachers on their students
  - Faculty members will engage in professional development activities in literacy that lead to accelerated student learning. By June 2009, 60% of the faculty will utilize practices such as incorporating more reading, reading techniques, and deciphering “code” words on tests that they have discussed during professional development.
  - Use of technology by faculty members to enhance student learning. By June 2009, 60% of the faculty across the content areas will have used technology in some form in their classroom in order to assist and enhance instruction.
  - Use of data by school to create courses and address the needs of students whose promotion is in doubt. By August 2009, 60% of students who failed a course and/or a Regents exam this year will receive a reversal of course credit to a passing grade through the summer credit recovery program, and/or a passing Regents score.
  - Students will meet the requirements for entry into the Law or the Finance academies during their junior year, and will complete the year within the academy. 75% of junior cohort students will enter into the Law or Finance academy, and 90% of those students will qualify for a second year in their chosen academy.
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## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• By June 2009, 80% of the teachers will be engaged in meetings dedicated to analyzing student progress and sharing information and ideas regarding instructional practices.</li> <li>• All advisers will receive bi-weekly progress reports from content area teachers on their students</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will meet each week by grade level and advisory level, and once a week as a faculty. The schedule has been arranged to allow for common meeting time for the entire faculty and the expectations of teachers to meet during this time has been communicated and enforced. We have one teacher receiving per session funds to coordinate these meetings, including keeping track of teacher attendance. The target population of these meetings is our entire student body, each of whom has an advisor required to track their progress and contact their homes. The onus of this goal falls in particular on the Advisor, for whom the school allots one full teaching period (.2). This portion of the action plan is already in effect.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Teachers will use their professional assignment to participate in morning meetings, which are scheduled at the start of the teacher’s teaching day, but before classes are offered to the students. Additionally, the stated responsibilities for Advisors include contacting student homes with information from these meetings. This also has implications for staffing in that our teachers who are Advisors have Advisory listed on their schedules as a full teaching period.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Log in sheets from the morning meetings (<i>instrument(s) of measure</i>)</li> <li>• Increased parent contact (<i>projected gains</i>)</li> <li>• Monthly call logs (<i>instrument(s) of measure</i>)</li> <li>• Increased pass rates, grade achievement, and overall student progress (<i>projected gains</i>)</li> </ul>

	<ul style="list-style-type: none"> <li>• Advisors' logs of student progress (<i>instrument(s) of measure</i>)</li> <li>• This will be looked at on a monthly basis through submission of the call logs, and again during the completion of each marking period. (<i>interval of periodic review</i>)</li> </ul>
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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>By June 2009, 60% of the faculty will utilize practices such as incorporating more reading, reading techniques, and deciphering “code” words on tests that they have discussed during professional development.</p>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>The assistant principal will meet with teachers in September to discuss their professional goals, and will create professional development activities based on the responses. Additionally, “best practices” witnessed by administration during formal and informal observations will be brought to the attention of the rest of the staff. The faculty will attend professional development sessions as per the UFT contract, and kudos for excellent use of literacy in the classroom will be mentioned at the weekly faculty meetings and in the weekly staff bulletin. We have also hired John Collins, a renowned literacy consultant, to run our very first Professional Development session for the 2008-2009 school year, and hope to have him in a few times throughout the school year. Follow-up in formal and informal observations will be ongoing. The target population for this is the entire school, and an increase in literacy skills, and the responsible staff member for this is the assistant principal, down through the subject teachers. Our Inquiry team is also focused on this issue, and has regular meetings about how it’s going.</p>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<p>The biggest implications for this goal include staffing/training in that the majority of the school's Professional Development sessions must be dedicated to increasing literacy. Additionally, the school must provide books and appropriate materials for the teachers to utilize with the students. Finally, the student has also offered a ninth grade Skills class, whose primary purpose is to increase literacy in our youngest students.</p>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• Engagement in professional development activities witnessed through formal and informal observations of teachers. (<i>instrument(s) of measure</i>)</li> <li>• Increased student performance in coursework and on Regents examinations. (<i>projected gains</i>)</li> <li>• Binder of professional development agenda. (<i>instrument(s) of measure</i>)</li> <li>• Formal observation reports referencing literary and/or professional development. (<i>instrument(s) of measure</i>)</li> </ul>

	<ul style="list-style-type: none"> <li>• Kudos listed as part of weekly faculty meetings.( <i>instrument(s) of measure</i>)</li> <li>• This will be looked at on a weekly basis, and through Inquiry meetings (about twice a month). (<i>interval of periodic review</i>)</li> </ul>
<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, 60% of the faculty across the content areas will have used technology in some form in their classroom in order to assist and enhance instruction</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will do several things toward meeting this goal including: writing grants for more technology sources, leading professional development on the use of the <i>Smartboard</i> and basic computer programs (such as Excel), referring to the use of technology in formal observations, and keeping technological supplies updated and plentiful. Additionally, teachers are encouraged to use Gradebook, Excel, and other technology practices for grade-keeping and student progress reports. The target population for this goal is the entire faculty, and the responsibility for this falls on our two computer teachers, as well as our Living Environment teacher and Law and Finance coordinators, all of whom are versed in grant writing and write grants for our school. Our computer teacher, in addition, has run PD on this for our teachers. This is being implemented starting in October, with the computerized grading system and an accompanying PD, and continuing throughout the year.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Professional development sessions dedicated to technology, money and resources spent on technology, etc.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Use of technology in the classroom during both formal and informal observations. (<i>instrument(s) of measure</i>)</li> <li>• Mention of technology in formal observation reports.( <i>instrument(s) of measure</i>)</li> <li>• Professional development sessions on technology. (<i>instrument(s) of measure</i>)</li> <li>• Lesson plans on the <i>Smartboard</i>. (<i>instrument(s) of measure</i>)</li> <li>• PowerPoint lessons using the LCD projector. (<i>instrument(s) of measure</i>)</li> <li>• Use of graphing calculators. (<i>instrument(s) of measure</i>)</li> <li>• Use of student progress reports from Excel or Gradebook. (<i>instrument(s) of measure</i>)</li> <li>• Projected gains are more technology, and student familiarity with technology, increasing their interest and preparing them for college. (<i>projected gains</i>)</li> </ul>

	<ul style="list-style-type: none"> <li>This will be looked at once a semester, as scheduled in a meeting by the principal and assistant principal. (<i>interval of periodic review</i>)</li> </ul>
<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By August 2009, 60% of students who failed a course and/or a Regents exam this year will receive a reversal of course credit to a passing grade through the summer credit recovery program, and/or a passing Regents score.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>After evaluating the percentage pass rates on the Regents, student scheduling for classes will be geared toward classes with Regents-review components or not. The data will also determine the development of which classes will be offered through the school's extended day program (for the 2007-2008 school year extended day courses were offered in English and Social Studies). The use of annualization contracts will be encouraged on a school-wide basis, whereby students have the opportunity to reverse certain grades from the fall (note: students must receive a 55 in the course to be eligible for this). Finally, a summer program for credit recovery will be in effect for July and August.</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Teachers are hired for summer school and scheduled for tutoring as consistent with the UFT Teacher Contract. Tutoring and summer school are scheduled into the school year.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>Increased pass rates for courses and for the Regents examinations. (<i>projected gains</i>)</li> <li>Higher "on-time" graduation rate. (<i>projected gains</i>)</li> <li>Increased promotion rate. (<i>projected gains</i>)</li> <li>Student enrollment in credit recovery program. (<i>instrument(s) of measure</i>)</li> <li>Weekly meetings for advisors, discussion of summer school, meetings with Assistant Principal and Principal about achievement. (<i>interval of periodic review</i>)</li> </ul>
<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<ul style="list-style-type: none"> <li>75% of junior cohort students will enter into the Law or Finance academy.</li> <li>90% of those students will qualify for a second year in their chosen academy.</li> </ul> <p>In turn, this should lead to higher graduation rates, as certain academic requirements must be met in order to qualify for an academy.</p>

<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• All students begin Law and Finance taking a English for Law and Finance course and a Computers for Law and Finance course in their ninth and tenth grade schedules respectively. This is their first exposure to the majors and the firsts chance to use academy selection as a goal for the students. Academy leaders will visit ninth and tenth grade classes to discuss the academies, as well. Throughout this time, students will be exposed to academy dealings, topics, field trips and speakers. Additionally, information on internship and academy requirements will be disseminated to all students, and to their advisers, who receive regular reports on student progress, and call homes with that information. Finally, the school will promote academy interest through events, special activities, etc. This is a many tiered process involving academic diligence and intervention when required, as well as buy-in to the initial interests of students in these fields.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Comp-time positions of Law Coordinator and Finance Coordinators provided; Use of resources and school budget for events, transportation to trips, tuition costs for student programs, etc.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Students will choose and enter into an academy. <i>(instrument(s) of measure)</i></li> <li>• The academies will retain students throughout their junior year, and these students will be able to register for academy classes for their senior year. <i>(instrument(s) of measure)</i></li> <li>• Increased student progress, graduation rates, etc. <i>(projected gains)</i></li> <li>• This will be discussed formally each semester in a meeting between the principal, assistant principal, and Academy coordinators. <i>(interval of periodic review)</i></li> <li>• Student transcripts. <i>(instrument(s) of measure)</i></li> <li>• Class registers. <i>(instrument(s) of measure)</i></li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

**Directions:** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	12	15	15	18	Available to all students	N/A	Available to all students	N/A
10	15	11	14	11	Available to all	N/A	Available to all	N/A
11	7	9	7	10	Available to all	N/A	Available to all	N/A
12	0	0	0	0	Available to all	N/A	Available to all	N/A

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

## Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	We are using components of the Balanced Literacy program as our strategy for AIS for ELA. We work with students in small groups, one-on-one, both during the school day and after hours. We utilize a licensed ESL teacher to conduct mandated ESL classes and additional tutoring. Finally, our Inquiry team focuses on literacy through a special class with students, and the Professional Development sessions this year focused on incorporating literacy with teachers throughout the subject areas.
<b>Mathematics:</b>	We are using the new integrated math curricula (Algebra, Geography, etc) and our own math coach as our program and strategy for AIS for Math. We work with students in small groups, one-on-one, both during the school day and after hours. Additionally, we provide tutoring and prep classes. Students who have not yet passed the Math A Regents are mandated to take a Math A prep class. Review books and additional materials are used to assist AIS students in Math A and in the new integrated math courses.
<b>Science:</b>	Balanced Literacy helps students with the reading comprehension necessarily for improving performance in science—we are an interdisciplinary school, and the skills students are building on in one course can be transferable to others. We work with students in small groups, one-on-one, both during the school day and after hours. Additionally, we provide tutoring and prep classes. Review books and additional materials are used to assist AIS students in Environmental Science and Earth Science.
<b>Social Studies:</b>	Balanced Literacy helps students with the reading comprehension necessarily for improving performance in social studies—we are an interdisciplinary school, and the skills students are building on in one course can be transferable to others. We work with students in small groups, one-on-one, both during the school day and after hours. Review books and additional materials are used to assist AIS students in American History and Global History.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Our guidance counselor provides counseling in one-on-one and small group situations. We supplement this by utilizing our own school social worker.
<b>At-risk Services Provided by the School Psychologist:</b>	At this time we are not using school psychology services, but we have a trained Social Worker on staff if the need arises.

<b>At-risk Services Provided by the Social Worker:</b>	Our Social Worker sees students in one-on-one situations, or in group counseling.
<b>At-risk Health-related Services:</b>	At this time we are not using health-related services, but we have a trained Social Worker on staff if the need arises. Recently a campus mental health clinic has been housed in the campus library for all students on the campus. This is open for all 400 of our students.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**THIS SECTION IS UNDER REVISION BY THE NYSED**

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

ATS records are used to determine home languages in order to ensure proper written and oral translation is provided for homes in which English is not the primary language. This data is maintained and updated throughout the school year by our administrative school aide and Parent Coordinator.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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Our school has a bilingual Parent Coordinator, school secretary, guidance counselor and social worker. Additionally, many of our teachers speak Spanish fluently. During parent conferences, students often volunteer to act as translators.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We will follow Chancellor's Regulation A-663 by ensuring that all appropriate translated documents are provided to our parents. Specific provisions will be made for parents of languages not English or Spanish when DOE provided translations are not available.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### **Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### **Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

1. Enter the anticipated Title I allocation for the school for 2008-2009 \_\_\_\_\_ 388,138 \_\_\_\_\_
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \_\_\_\_\_ 3881 \_\_\_\_\_
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \_\_\_\_\_ 19,406 \_\_\_\_\_
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year \_\_\_\_\_ 95.1% \_\_\_\_\_
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. N/A

### **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

#### **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

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**The following is a copy of the Parent Involvement Policy.**

The Bronx School of Law and Finance agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

**II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. The Bronx School of Law and Finance will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Discuss directions at the School Leadership Team meeting, which counts five parents in its membership, including two members of the Parent Association leadership. The school’s Parent Coordinator also attends this meeting. Present the directions to parents at the Parent Association meeting, and receive feedback. Relay ideas back to the entire School Leadership Team.
2. The Bronx School of Law and Finance will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Discuss directions at the School Leadership Team meeting, which counts five parents in its membership, including two members of the Parent Association leadership. The school’s Parent Coordinator also attends this meeting.

Present the directions to parents at the Parent Association meeting, and receive feedback. Relay ideas back to the entire School Leadership Team.

3. The Bronx School of Law and Finance will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: letters home informing parents of school events, including report card distribution, attendance and lateness, Advisors contacting parents with updates, syllabi and projects posted on the school's Web site, Bring Your Parent to School Day, College Night, awards ceremony, purchase of a college library for parents.
4. The Bronx School of Law and Finance will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: College Night, Bring Your Parent to School Day, Mock Trial night, awards ceremony, holding Parent Meetings on Saturdays, informing parents about attendance and lateness, notifying parents about report cards and student progress, presenting active parents with prizes.
5. The Bronx School of Law and Finance will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. These strategies include mailing home surveys, having the Parent Coordinator contact the homes through phone calls, conducting Parent Association meetings, and having a parent or the Parent Coordinator posted to speak with parents at all school events.
6. The Bronx School of Law and Finance will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
  - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement activities, such as those listed above, that encourage and support parents in more fully participating in the education of their children.
  - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, through School Leadership Team meetings and the Parent Association meeting. This policy was adopted by the Bronx School of Law and Finance on June 4<sup>th</sup>, 2007, and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1<sup>st</sup>, 2007.

#### **2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.**

***Explanation:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website at **DRAFT – MAY 12, 2008**

<http://schools.nyc.gov/Parents/NewsInformation/TitlePIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

### School Responsibilities

The Bronx School of Law and Finance will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on the following dates: October 26<sup>th</sup>, October 27<sup>th</sup>, March 29<sup>th</sup>, March 30<sup>th</sup>.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: through contact with the student's advisor, report cards three times each semester, Open School evenings/afternoons four times a semester, notification letters sent home, and through individual contact with the school.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during Open School evenings and afternoons, and through contact with the advisors, and through letters and phone calls.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: through individual contact with the school, and during Bring Your Parent to School Day.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan, in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- o Monitoring attendance.
- o Making sure that homework is completed.
- o Monitoring amount of television their children watch.
- o Volunteering in my child's classroom.
- o Participating, as appropriate, in decisions relating to my children's education.
- o Promoting positive use of my child's extracurricular time.
- o Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- o Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

We currently have four teachers participating in the Inquiry program, in which they work with a target population of struggling students. This team will analyze data on these students throughout the year, and will use their findings to provide AIS services and Professional Development, as well as an additional literacy class held throughout the spring semester.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.

- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

We have implemented the following programs over the 2006-2007 school year, and will maintain them during the 2007-2008 school year—small group instruction in keeping with the UFT contract rules, content tutoring during lunch and after school, summer institutes, option of annualized classes, marking periods that increase in length as the term goes on, in order to allow more time to pull up grades, and professional development opportunities.

### 3. Instruction by highly qualified staff.

All staff members are considered highly qualified, and are teaching in the license area of their state certification. Additionally, all our teachers either already have a Masters degree, or are enrolled in a Masters program.

### 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional Development workshops on Special Education, ESL, literacy across the curriculum, use of documents in the classroom, classroom management, use of rubrics, alternative assessments, etc.

### 5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We recruit our teachers from Barnard College's education program, which is our lead partner, as well as from Teachers College and the Teaching Fellows program.

### 6. Strategies to increase parental involvement through means such as family literacy services.

Proposed workshops on such topics as ACS, financial aid, technology, and college advisement in addition to parent events discussed above.

**DRAFT – MAY 12, 2008**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

As part of their professional assignment, every other morning our teachers meet for 45 minutes to discuss curricular issues, school issues, individual students, etc. Additionally, our teachers spend a great deal of informal time in discussions of the same.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Tutoring during lunch and after school, two special education consultants, an ESL specialist, a social worker and guidance counselor on staff, Advisory program, skills course in the ninth grade, summer institutes, etc.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Currently we are part of the Twenty-First Century Grant, which assists us with after-school programs by local CBOs that deal with such topics as teen pregnancy, social issues, academic interventions, SATs, etc.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

N/A

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All School Improvement Schools (SINI and SRAP)**

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

**Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$\_\_\_\_\_ ; 10% of Title I allocation = \$\_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

Our school-level reflection on the system-wide implications of our curricula for ELA and Mathematics are as follows:

- We believe that the ELA and Math curricula effectively prepare students for success on the ELA and Math Regents examinations, as required by the state of New York, as well as for academic success in high school, which will translate to success in college.
- We look forward to comparing the effects of the new math program and curriculum to the old Math A and Math B sequences.

**FORMAT UNDER DEVELOPMENT**

## CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts for Excellence spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Contracts for Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated funds, as per SED requirements.

This survey must be completed by Tuesday July 15 at 6pm.  
Thank you!

Submit date: **Jul 16, 2008**      Email address: **eschwar2@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

School DBN	10x284
School Name	Bronx School of Law and Finance
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 132,211
Principal Name	Evan Schwartz
Principal Email	eschwar2@schools.nyc.gov
Principal Phone	9172070816

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes  
 No

How much do you plan to allocate for each of the following program strategies?

Creation of additional classrooms	\$ 77,526
Reducing teacher-student ratio through team teaching strategies	

Does your school plan to allocate FY09 funding to reduce class size via the creation of additional classrooms?

- Yes  
 No

What grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09?

\* If you plan to use C4E funds to target more than one grade, please fill out one row per grade.

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24  
C4E Target #2: 8 - Math - Students with Disabilities - 26 - 1 -25

\* If you plan to target more than one special population in a single grade, please fill out a separate row for each subgroup.

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24  
 C4E Target #2: 6 - ELA- Students with Disabilities - 25 - 1 -24

\* If you plan to target more than one subject area in a single grade, please fill out a separate row for each subject area.

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24  
 C4E Target #2: 6 - Math - ELLs - 25 - 1 -24

	Targeted Grade	Targeted Subject	Targeted Population	Average Class Size 2007-08	# New Classrooms / New Sections	Projected Average Class Size 2008-09
C4E Target #1	9	English Language Arts	Students in Poverty	31.0	1	26
C4E Target #2	10	Science	Students in Poverty	31.0	1	26
C4E Target #3	9	Social Studies	Students in Poverty	31.0	1	26
C4E Target #4						
C4E Target #5						
C4E Target #6						

Does your school plan to allocate FY09 funding to reduce class size by reducing teacher-student ratios in existing classrooms (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
- No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs **\$ 30,484**  
 Summer School Programs  
 Dedicated Instructional Time  
 Individualized Tutoring

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

Please describe the program.

Extended day classes will be offered for the following subjects: English, Social Studies and Math. Aldo, additional classes in Law and Finance will be offered

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

**There will be an increased number of classes offered.**

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes  
 No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes  
 No

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes  
 No

Please describe the program.

**Extended day program and tutoring**

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners  
 Students with Disabilities  
 Students in Poverty  
 Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation  
 Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

**new programs for studnets over age and under credited**

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes  
 No

How much do you plan to allocate for each of the following program strategies?

Programs to recruit/retain Highly Qualified Teachers (HQT)

Professional mentoring for beginning teachers and principals

Instructional coaches for teachers **\$ 19,279**

School leadership coaches for principals

Does your school plan to use FY09 C4E funding to support new or expanded programs or strategies to recruit or retain Highly Qualified Teachers (HQT) (e.g., Lead Teacher program)?

- Yes
- No

Please describe the program.

**Math Coach**

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

**work with new teacher as mentor**

Does your school plan to use FY09 C4E funding to support new or expanded professional mentoring for beginning teachers and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years of teacher/principal assignment)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded programs offering instructional coaching for teachers(e.g., appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded programs offering coaching for principals (e.g., appropriately certified school leadership coaches, with records of demonstrated success, providing instructional leadership development across all curriculum areas)?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No

How much do you plan to allocate for this program?

Model Programs for ELLs \$ 4,922

Please describe the program.

**We will have a push-in program for ELLs, plus additional before-school support.**

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion