



BRONX LATIN

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: BRONX LATIN
ADDRESS: 800 HOME STREET
TELEPHONE: 718-991-6349
FAX: 718-991-6627

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 321200011267 **SCHOOL NAME:** Bronx Latin

SCHOOL ADDRESS: 800 HOME STREET, BRONX, NY, 10456

SCHOOL TELEPHONE: 718-991-6349 **FAX:** 718-991-6627

SCHOOL CONTACT PERSON: LETICIA PINEIRO **EMAIL ADDRESS** LPineiro@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: John Frazier

PRINCIPAL: LETICIA PINEIRO

UFT CHAPTER LEADER: Sara Choate

PARENTS' ASSOCIATION PRESIDENT: Marisol Reyes

STUDENT REPRESENTATIVE:
(Required for high schools) Christopher Vasquez

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** New Visions for Public Schools

NETWORK LEADER: Barbara Gambino

SUPERINTENDENT: G. Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Leticia Pineiro	Principal	Electronic Signature Approved.
Annette Fiorentino	Admin/CSA	Electronic Signature Approved. Comments: Already approved. Just completed Appendix 4 section C.
Janise Rivera-Manzanet	UFT Member	Electronic Signature Approved. Comments: Already approved. Just completed Appendix 4 section C.
Sara Choate	UFT Chapter Leader	Electronic Signature Approved. Comments: Already approved. Just completed Appendix 4 section C.
Christopher Vasquez	Student Representative	Electronic Signature Approved. Comments: Already approved. Just completed Appendix 4 section C.
Andrea Richardson	UFT Member	Electronic Signature Approved. Comments: Already approved. Just completed Appendix 4 section C.
Adriana Frazier	Student Representative	Electronic Signature Approved. Comments: Already approved. Just completed Appendix 4 section C.
John Frazier	Parent	Electronic Signature Approved. Comments: Already approved. Just

		completed Appendix 4 section C.
Iris Rosso	DC 37 Representative	Electronic Signature Approved. Comments: Already approved. Just completed Appendix 4 section C.
Marisol Reyes	Title I Parent Representative	Electronic Signature Approved. Comments: Already approved. Just completed Appendix 4 section C.

* Core (mandatory) SLT members.

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.

□

Bronx Latin is a 6th – 12th grade school. Bronx Latin is a college preparatory school that offers students in both the middle and high school an opportunity to study Latin. Bronx Latin students are offered a rigorous academic program that encourages independent thought and clarity of expression. The school is committed to the implementation of a middle school curriculum that integrates the content areas. All teachers utilize curriculum maps that have essential questions that serve as their framework and are integrated across the content areas when it is applicable. These curriculum maps enable teachers to collaborate because they are working from a calendar-based curriculum. Grade team teachers work in a collaborative environment which facilitates school-wide and/or grade-wide learning experiences such as Socratic Seminars and exit project presentations. Students benefit from the use of curriculum maps because they are focused on particular themes that allow them to make connections across the content areas. Curriculum maps also spiral skills and prevent the duplication of content throughout the grades. During the 2010 - 2011 school year, teachers are working to align their maps with the new Common Core State Standards. This process will facilitate the developmental progression of identifying school - wide instructional strategies, assessments, and professional development that reflects an understanding of the Common Core State Standards. Bronx Latin teachers are dedicated to participating in an internal professional development program that trains teachers to establish a classroom climate conducive to differentiation for diverse learners, the facilitation of Socratic circles, and the implementation of project-based curriculum. In addition, each year Bronx Latin attempts to seek out and utilize collaborating partners which enhance both the learning experiences of its students as well as the teaching experiences of its staff. This year professional development will focus on implementing Common Core Standards for literacy and mathematics.

Over the last couple of years, Bronx Latin has been able to move its lowest level students in both ELA and math. Students, parents, and teachers have observed both the academic and social growth of these students. The main indicators for this growth are in the areas of attendance, standardized assessments, and authentic assessments. Undoubtedly, Bronx Latin's advisory program aids its students in their academic and social development. Bronx Latin has an advisory program for both its middle school and high school students that is essential to the ideals of the Bronx Latin community which believes that the whole child must be educated. Teachers serve as advisors for a group of students for three years in the middle school and four years in the high school. Student attendance is tracked through advisory and teachers try to personalize their relationships with students and their families through consistent outreach. Advisory groups create the conditions for improving students' learning and behavior. Through the advisory program, teachers are able to advise students about academic decisions and monitor academic achievement. Most importantly, the advisors utilize a career and college awareness curriculum entitled, "Roads to Success". Advisory also serves to facilitate supportive peer relationships and assist students with conflict mediation.

Another distinctive feature in Bronx Latin's curriculum is math lab. All middle school and high school students receive a supplementary math course which utilizes software. The software is intended to provide differentiation for students in math as they move through the pre - algebra, algebra, geometry,

or trigonometry software at their own pace. The math lab courses provide a different approach to learning the mathematical concepts in the standard curriculum and appeal to more visual learners. Finally, Bronx Latin offers its students academic intervention services in the form of before and after school tutoring, Regents preparation classes, and Saturday Academy. It also offers an after school program which features clubs such as band, guitar, basketball, robotics, community service, Amnesty International, and sports. All clubs are led by Bronx Latin teachers. A college awareness and access program is in place to support the college admissions process.

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) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Bronx Latin								
District:	12	DBN #:	12X267	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		91.4/85.1	90.7/ 88.4	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		93.4	90.52	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	82	46	49	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	49	78	52		74.1	79.3	91.4		
Grade 8	61	51	74						
Grade 9	75	100	77	Students in Temporary Housing - Total Number:					
Grade 10	0	33	68	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	30		6	16	TBD		
Grade 12	0	0	0						
Ungraded	0	0	1	Recent Immigrants - Total Number:					
Total	267	308	351	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					7	6	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	12	19	36	Principal Suspensions	24	103	TBD		
# in Collaborative Team Teaching (CTT) Classes	5	14	17	Superintendent Suspensions	32	23	TBD		
Number all others	8	28	22						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants					
# in Transitional Bilingual	0	0	0	0					

Classes							
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	31	32	44	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	5	13	Number of Teachers	25	29	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	4	4	TBD
				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	3	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	24	17.2	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	16	20.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	56	52	TBD
American Indian or Alaska Native	0.4	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.4	90.9	TBD
Black or African American	30.7	27.6	25.6				
Hispanic or Latino	68.5	70.8	73.2				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	1.3	1.1				
White	0	0	0				
Multi-racial							
Male	47.6	51.3	47.9				
Female	52.4	48.7	52.1				
2009-10 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"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White							
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A/NR	Overall Evaluation:	√
Overall Score	91.6/NR	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	9.9/NR	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	24.5/NR	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	49.7/NR	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	7.5/ 0	Quality Statement 5: Monitor and Revise	√

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your 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 implications 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?

□

instructional changes will be implemented during the 2010-2011 school year. These changes will include 6th, 7th, and 8th graders receiving more instruction in ELA (10 periods per week). Three out of the ten periods per week will be dedicated to teaching reading comprehension strategies. English Language Learners will receive an increase in the amount of time the ESL teacher pushes in with the English teachers to augment their learning. Humanities teams are integrating more non-fiction texts into the curriculum and are incorporating more opportunities for writing in their classes as well as on their authentic assessments.

Simulations will reflect the changes in the new State exams which are becoming more aligned to the Common Core State Standards.

In the high school the daily average attendance was 87%. In order to improve attendance in both the lower and the upper school an increase in parent outreach is necessary. Parent outreach will include conducting more home visits and in house appointments with counselors who can support families and refer them to outside providers on a needs assessment basis.

The percentage of students earning 10 credits or more increased to 77% in the second year. The percentage of students earning 10 credits or more in the third year was 63%.

The percentage of students in their second year who were in the school's lowest third earning 10 credits or more was 74%. The percentage of students in their third year who were in the school's lowest third earning 10 credits or more was 63%.

This suggests that the school must continue to improve its ability to look at individual student data. Teachers have concluded that many of these students are not improving because they are not being challenged enough in their classes. Teachers' classroom practices need to shift to incorporate more flexible grouping, classroom activities, and assignments that are more suitable for the advanced learners in their classes.

The high school team has concluded that more literacy techniques need to be implemented in the biology and global history classes. Students need more instruction in the area of writing specific types of assessments such as document based question essays for global history and lab reports for science. The textbooks for these courses have also proven to be challenging for many students who struggle with technical vocabulary and complex sentences. Students need more practice in reading skills such as understanding the main idea, making inferences, and defining new words in context. Teachers will incorporate more basic reading skills and writing

skills into their lessons this year. Teachers will utilize differentiation strategies in combination with comprehension strategies across the curriculum.

In addition, teachers will utilize particular teaching practices and differentiation techniques to assist these students. Inquiry teams will also look at the work of students in the lowest 1/3 population of our high school and draw conclusions about the types of assignments and teaching practices that are most effective in moving these students to the next level.

The debriefing of intervisitations will focus on how the teacher utilizes differentiation instructional strategies and aligns their lessons to the Common Core State Standards. Grade teams will also utilize Datacations (a network of data portals) to assist teachers, students, and parents in academic goal setting. Additionally, grade teams establish grade-wide policies that establish a learning environment that has high expectations.

Teacher leaders often turn key professional development to the teachers on their teams to share researched – based instructional strategies. Teacher leaders play a key role in facilitating the critical reflection of teaching practices by leading lesson studies and other inquiry team activities.

This is a career and college awareness curriculum that is designed to scaffold the study skills and learning habits of students in grades 6 – 12 to help students understand the skills and content that will make them college and career ready.

Teachers are trained in how to teach the students to use the software, teach the mini lessons, and implement the unit assessments.

Bronx Latin is distinctive due to its commitment to implement a middle school curriculum that truly integrates the content areas and a high school curriculum that integrates the humanities courses. Grade teams work in a collaborative manner to create and update curriculum maps so that students' learning is increased as they make connections across the content areas. Grade team members work in a collaborative environment which facilitates school-wide and/or grade-wide learning experiences such as Socratic Seminars and exit project presentations. Each year Bronx Latin attempts to seek out and utilize collaborating partners which enhance both the learning experiences of its students as well as the teaching experiences of its staff. Bronx Latin students are offered a rigorous academic program which encourages independent thought and clarity of expression. Teachers are dedicated to participating in an internal professional development program that trains teachers to establish a classroom climate conducive to group work, Socratic circles, and a project-based curriculum. □

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 2010-11 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 improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
To continue the implementation of a College and Career Ready Awareness & Access Program.	<input type="checkbox"/> By June 2011, protocols for the college application process will be fully implemented By June 2011, all seniors in the first graduating class will have made post secondary plans.
To increase the number of grade 8 students who are graduating high school ready.	<input type="checkbox"/> By June 2011, there will be a 10% decrease in the number of grade 8 students required to attend summer school.
To increase the number of high school students who are on track to graduate within their four year Cohort.	<input type="checkbox"/> To increase the percent of high school acquiring ten or more credits per year.
To ensure that teachers (especially novice teachers) create their own professional development plans and continue to receive the necessary professional development in Socratic teaching, project-based work, differentiated instruction, the Point of Entry Model, implementation of a new advisory curriculum, Roads to Success, and curriculum mapping.	<input type="checkbox"/> Teachers will be able to facilitate Socratic seminars in their classes as well as during school-wide activities. Teachers will be able to use UBD strategies to implement project-based learning in their classrooms and implement grade-wide exit projects in the middle school. Teachers will be able to differentiate classroom activities in order to meet the needs of diverse students, with particular emphasis on challenging the higher functioning students. Teachers will be able to implement the Roads to Success curriculum to increase their students' awareness of college and career opportunities in advisory. Teachers will begin to align their curriculum maps to the CCSS.

	<p>A personal professional development plan will be developed to support each teacher's growth.</p>
<p><input type="checkbox"/></p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>To involve parents more actively in the life of the school and in the support of their children's education.</p> </div>	<p><input type="checkbox"/></p> <p>Parents of high school students will be able to read the student tracker and HS transcripts, access Datacation, and understand how the data is utilized to set goals and plans for their children.</p> <p>Parents of high school students will be able to engage in an exchange of information with their children's teachers in which they analyze data to assess their children's learning needs.</p> <p>Parents of 8th grade students will also be able to read student trackers and access Datacation. They will be able to utilize this data to communicate high expectations and support the academic growth of their children.</p> <p>Parents who participate in the parent association and the School Leadership Team will be able to articulate a clear vision for the development of the school and assist in the implementation of procedures and/or systems to support the academic progress of students.</p> <p style="text-align: center;">~</p>

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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To continue the implementation of a College and Career Ready Awareness & Access Program.</p>
<p>Action Plan <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"> • The College Advisor will continue to participate in monthly College Access sessions at New Visions and attend inter-visitations to schools with established College Offices. • To prepare sophomores and juniors for the college application process, the College Advisor will continue to develop College Career Ready (CCR) Plans and post-secondary portfolios which will house documents for their college applications. • The College Advisor will coordinate attendance at College Fairs, visits to colleges, and organize an in house career fair. • Ninth graders will receive workshops to facilitate their understanding of graduation requirements and the different diplomas. • Twelfth graders will attend individual planning meetings with an advisor to guide them in the college application process. • Parent workshops will be offered to support parents in understanding the college application process, developing CCR Plans, and applying for financial aid. • Funding was set aside to provide professional development for all Advisory teachers in September to implement Roads to Success, a college/career awareness curriculum. • Ongoing professional development sessions are planned to support the continued implementation of the Roads to Success curriculum. • The new assistant principal will monitor implementation of Roads to Success in the Middle School, and I will monitor implementation in the High School by observing Advisory Sessions.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the</i></p>	<p>The college advisor's professional development will be paid through Fair Student Funding and Title I. Teacher training for the advisory program will be paid through Title I and other DOE funding sources.</p>

<p><i>actions/strategies/activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the number of grade 8 students who are graduating high school ready.</p>
<p>Action Plan <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"> • Individual student trackers were created by New Visions for all rising 8th students to identify students at risk of not meeting grade 8 promotional criteria. • Grade 8 students will be introduced to promotional criteria and given the individual trackers at a Town Hall meeting conducted by the principal, AP and grade 8th Grade Team Leader in September or early October. • In advisory, grade 8 students will be introduced to the concept of being HS ready (passing classes with 80% or higher and maintaining a 92% attendance rate). • Individual trackers, with an accompanying letter of explanation, will be mailed to parents. During the fall parent-teacher conferences, 8th grade advisors will review the trackers with parents. Additionally, parents will receive an explanation of the grade 8 promotional criteria and the concept of “HS ready”. Teachers will also demonstrate how to use an online grading system to track their child’s academic progress. • At-risk students will be identified and individual conferences will be conducted by the AP and Guidance Counselor during which time goals will be set and contracts will be co-constructed. • Grade 8 teachers will utilize an online grading system that is part of the Datacations system to track student progress and generate progress reports. Acuity and other assessment data will be utilized to identify individual student needs. • At grade meetings, the progress toward promotion of all students will be

	<p>reviewed, with special focus on the identified at-risk students, including ELL and special education students. • The grade team will explore instructional strategies which might accelerate the learning of groups of students who are not making adequate progress. • New Visions will generate Individual Trackers for each 8th grade student mid-year and the process outlined above will be repeated.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>• Title I funds will be set aside in the school's DOE budget for specific after school ELA and math team meetings in which Acuity data and other assessment data is collected, analyzed, and used to drive instructional strategies. • Title III funds will be used to include the ESL teacher in data meetings as well as provide specific PD that will help the teacher prepare her students for HS. • If CEIS grant money is provided to the school again, this money will be used to build the teachers' and MS Guidance Counselor's capacity to negotiate the emotional and developmental needs of at risk 8th grade students.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the number of high school students who are on track to graduate within their four year Cohort.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>• HS teachers will continue to use data effectively to inform their planning and instruction. • Teachers will attend staff training sessions to learn how to analyze data from the School Progress Report, New Visions Snapshots, the Quality Review Report, HSST reports, Acuity IA and Predictive assessments, in - house Regents simulations, and individual student trackers. HS teachers will use these multiple data sources to revise their yearly curriculum maps. • Teachers will utilize the analysis of multiple data during collaborative planning sessions at grade team and/or department meetings throughout the year to inform instructional and organizational decisions. • HS teachers participating on the inquiry team will</p>

	<p>be able to use Datacations progress reports and New Visions individual student trackers to set measurable, actionable, and differentiated learning goals in core subjects for targeted groups of students. • High school teachers will use data to engage in an open exchange of information with students and their families about students' learning needs, performance on assessments, credit accumulation, and attendance to communicate high expectations. • We are an annualized school; however, at mid-year teachers will collaboratively assess the progress of each HS student and plan and implement appropriate after school and Saturday Academic Intervention Services for students who are at risk of not accumulating the appropriate amount of credits for the next grade level.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Teacher training sessions will be paid for through Title 1 and other funding sources allocated in the school's DOE budget. • HS inquiry team members will be paid from the dedicated inquiry team line in the DOE budget. • The school's data manager who will lead some of the PD sessions will be paid through the dedicated line for data managers in the DOE budget. • The high school ESL teacher will be paid for her PD sessions through Title III funds.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To ensure that teachers (especially novice teachers) create their own professional development plans and continue to receive the necessary professional development in Socratic teaching, project-based work, differentiated instruction, the Point of Entry Model, implementation of a new advisory curriculum, Roads to Success, and curriculum mapping.</p>
--	---

<p>Action Plan <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"> • All new teachers will attend professional development sessions once a week beginning in October to focus on teaching practices such as the implementation of Socratic seminars, structuring group work, the point of entry model, and differentiating instruction in the class. • In the beginning of the school year, school leaders will co - construct Personal Professional Development Plans with teachers so that they are keyed into the school's instructional priorities. Progress toward meeting the individual goals will be monitored during pre/post observation conferences and at grade team meetings. Teachers will be required to update the initial plan at the mid-year point and in June. • At HS grade team meetings, teachers will use a modified version of a descriptive review protocol to present their lessons and student work to the team. The team will ask probing questions and offer feedback to assist teachers in assessing whether they are meeting goals set in their Personal Professional Development Plans. Lesson studies and examples of students' work will be maintained in the teachers' Personal Development Plan Portfolios. • Inter-classroom visitations will also be scheduled. A peer coaching model will be used to debrief visits. a Teachers will be required to conduct four inter-classroom visitations throughout the year. Teachers will also be required to write up their observations using a basic template that summarizes their observations and provides their colleagues with warm and cool feedback. These observations will be given to their colleagues and serve as documentation included in the teachers' Personal Development Plan portfolios. • Beginning in Early September teachers will receive PD for the Roads to Success advisory curriculum. Teachers will receive binders with lesson plans and will be trained to utilize video and software to enhance their implementation of the curriculum. • Follow up PD will take place in the winter and spring to continue to support teachers' implementation of this curriculum. • Grade teams will revise curriculum maps. Experienced teachers will assist and monitor the revision of plans of new teachers. The high school humanities coach will work closely with the HS humanities team to revise HS ELA and social studies curriculum maps. • School leaders, mentors, and new teachers will co-develop lesson plans, problem solve issues together, and analyze data from assessments to inform teaching practices.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • After school grade team meetings and PD sessions are usually funded through a combination of funding sources such as fair student funding, AARA, and Title I.

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	
---	--

Subject Area
(where relevant) :

Parent Involvement

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> To involve parents more actively in the life of the school and in the support of their children’s education.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Parents will attend workshops provided by the school in collaboration with New Visions which will focus on the following topics: college readiness, the college application process/FAFSA, reading student transcripts and trackers, checking students’ academic progress through an online grading system (Datacation), and strategies for helping their children stay on track throughout their middle school and high school experience. Parents will attend two conferences for updates about their children’s academic progress. Parents will participate in planning and organizing some of the activities mentioned above.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

□

Parents will participate in scheduled workshops and conferences designed to increase their ability to monitor student progress using data accessed from Datacation, the online data management system.

Parents will engage in conversations about students' data and instructional goals during conferences.

Parents will conduct outreach to other parents in the community at key times during the 2010-2011 school year to raise awareness about the ways in which parents can support and encourage behaviors that will lead to increased learning for their children.

Parent leaders will take an active role in the planning of senior activities for the first graduating class and the roll-out of Datacation.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	34	34			12			1
7	36	36			12			2
8	34	34	34		12			
9	18	40	40		10			1
10	10	25	25	25	10			1
11	51	20	20	20	5			
12		27	10	3	5			

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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA:	<p><input type="checkbox"/></p> <p>In addition to their regular ELA classes, approximately 40 hours of extra ELA instruction is offered from January 2010 to May 2011 to middle school students who are ELLs or who scored a Level 1 or Level 2 on the 2010 NYS ELA Exam. These extra instructional hours will take place during our Saturday Academy classes. ELA and ESL teachers provide instruction to small classes and focus mainly on writing and reading comprehension skills. The NYS Coach series is utilized as well as Finish Line, a reading skills series created by Continental Press.</p> <p>In the middle school morning tutoring in ELA takes place for approximately 35 minutes and runs from October 2010 – January 2011. Tutoring groups range in size from 6 to 10 students. A variety of tutoring materials are used. A small number of students receive after school instruction twice a week which utilizes Wilson. This instruction is provided by the special education teacher. In addition, after school tutoring is offered to ESL students in the middle school two times per week.</p>
Mathematics:	<p><input type="checkbox"/></p> <p>In addition, to their regular mathematics classes, approximately 40 hours of extra mathematics instruction is offered from January 2010 to May 2011 to middle school students who scored a Level 1 or Level 2 on the 2010 NYS Mathematics Exam. These extra hours of instruction are offered during our Saturday Academy classes.</p> <p>In January morning tutoring sessions shift to math instruction and will continue through May 2011. Again, a variety of tutoring materials are utilized by morning tutoring groups.</p> <p>In addition, high school students receive approximately 40 additional hours in mathematics instruction. Classes are provided for students who have failed previous mathematics Regents Exams or who are struggling in their Algebra, Geometry, or Algebra II classes. The NYS Coach series, Barron’s, Kaplan, and Prentice Hall materials are used for these supplementary mathematics courses that take place during Saturday Academy classes. After school tutoring is provided once a week from October 2010 to January 2011 for students who need to retake Regents Exams in January.</p>

Science:	<input type="checkbox"/> In addition, high school students receive approximately 40 additional hours in science instruction. Classes are provided for students who have failed previous science Regents Exams or who are struggling in their Living Environment, Chemistry, or Physics classes. Barron's, Kaplan, and Prentice Hall materials are used for these supplementary science courses that take place during Saturday Academy classes. After school tutoring is provided once a week from October 2010 to January 2011 for students who need to retake Regents Exams in January. Twice a month lab make – up sessions are held during school hours for the Living Environment course. These sessions are usually 2 hours long.
Social Studies:	<input type="checkbox"/> In addition, 10 th and 11 th grade students receive approximately 40 additional hours in social studies instruction. Classes are provided for students who have failed previous Social Studies Regents Exams or who are struggling in their Global History 10, or US History. Barron's, Kaplan, and Prentice Hall materials are used for these supplementary social studies courses that take place during Saturday Academy classes. After school tutoring is provided once a week from October 2010 to January 2011 for students who need to retake Regents Exams in January.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> The guidance counselor sees her students during non academic classes such as music, advisory, or gym. Sessions last between 30 to 45 minutes. Students are seen one to one and in small groups of three to five depending on the circumstances. The guidance counselors also provide sessions for at risk students before classes begin as well as after school.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The SBST psychologist sees students on an as needs basis.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> The SBST school social worker sees students on an as needs basis.
At-risk Health-related Services:	<input type="checkbox"/> The hearing teacher pushes in with the one hearing impaired student 3 times per week. Wheelchair bound students receive counseling, and physical therapy.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

6-10

Number of Students to be Served:

LEP 40

Non-LEP 0

Number of Teachers 1 licensed ESL teacher

Other Staff (Specify) 5 licensed English teachers

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

Bronx Latin has 49 ELLs. 19 of these ELLs attend our middle school and 30 attend our high school. These students receive various combinations of pull out and push in services as explained in the school's LAP. All of the middle school students receive the additional 37.5 minutes of tutoring Monday – Thursday throughout the school year. At Bronx Latin Title III funds cover the cost of after school tutoring for ELLs and Saturday Academy classes. In the fall, beginning ELLs in our high school are offered 120 minutes of after school tutoring sessions per week. These sessions are meant to increase the acquisition of the ELLs' reading, writing, speaking and listening skills. During the 2010 - 2011 school year all middle school ELLs will be offered 2 hour classes on Saturday mornings from January through May. These additional instructional hours are focused on reading comprehension, listening, note taking, and writing skills. They will also be offered 2 hour math classes that will cover content in number sense and operations, algebra, geometry, measurement, and probability and statistics.

All Saturday courses and tutoring sessions are taught in English. Tutoring programs and Saturday classes implemented under Title III attempt to cover the skills which will enable ELLs to meet State standards and increase their performance on NYS assessments. Literacy classes are taught by a licensed ESL teacher.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

The professional development program includes both school-based workshops and workshops organized by the Office of English Language learners. School-based workshops are offered weekly and regular focus of the needs of ELLs, including strategies for implementing sheltered English language instruction, differentiation, classroom management, developing instructional materials, and implementation of Socratic Seminars. The ESL teachers also attends workshops organized by the Office of ELLs which he turnkeys for for content-area teachers. In the 2009-2010 school year, the high school's Inquiry Team has targeted the high-school ELL population, making that group the object of weekly meetings to develop strategies and materials.

The ESL teacher and teachers with English licenses will attend professional development workshops that focus on providing optimal instruction for ELLs presented by the DOE and other organizations throughout the 2009-2010 school year. Additionally, all staff members will attend three in house professional development sessions that focus on differentiating instruction for diverse students, including ELLs.

Section III. Title III Budget

—

School: Bronx Latin
 BEDS Code: 321200011267

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	9750.00	<input type="checkbox"/> Ms. Anna Lepore the ESL teacher at Bronx Latin, will provide after school tutoring and Saturday Academy classes for ESL students. These services will be provided from January 2010 through May 2010.
Purchased services - High quality staff and curriculum development contracts	2250.00	<input type="checkbox"/> Throughout the school year Ms. Lepore and other teachers who work with ESL students will attend PD sessions offered by Universities and the NYC DOE.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	1500.00	<input type="checkbox"/> The school will purchase software for ESL students that will be used during after school tutoring sessions and Saturday Academy.
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	1500.00	<input type="checkbox"/> Parents of ESL students will be invited to attend two workshops in order to discuss ways in which they can support their children's academic progress. Funds will cover the cost of food and materials that will be distributed at the workshops. Funds will cover the cost for parents who attend school trips. Title III funds will also be used to mail parents letters home informing them about their children's progress and school events.

TOTAL	15000	
--------------	--------------	--

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

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.

Through the Bronx Latin advisory system, parent association, ESL program, and incoming sixth grade and ninth grade orientations, the Bronx Latin school is able to collect qualitative data which informs the school of the parents who are in need of written translations and oral interpretation. All new admits in the school are given a Home Language Survey in which they identify the dominant language. This qualitative data is recorded on ATS and is referred to when sending out letters to parents. During conferences, staff members who serve as translators are always available.

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.

At staff and parent association meetings the school communicated its findings which showed that parents of our ELLs requested written translation of school letters. Parents of ELLs have also requested translation services during parent teacher conferences, school orientations, workshops, and other meetings.

Part B: Strategies and Activities

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.

Letters that are written by the principal or other staff members to be sent home via mail will be translated by the school's Spanish or ESL teacher. Letters will be given to the Spanish or ESL teacher several days in advance of the mailing. The ESL teacher is fluent in French and translates letters for our African parents who are French speakers. Spanish teachers and other Spanish speaking members of our

community serve as translators during parent conferences. The ESL teacher and one English teacher who is fluent in French provide translation services to parents who primarily speak French.

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.

□

During parent workshops and parent teacher conferences Spanish and French speaking members of the Bronx Latin staff will serve as translators. These staff members have been identified at faculty meetings so that non Spanish and French speaking members of the staff can call upon them to translate during conferences or to make phone calls to Spanish or French speaking parents. In addition, the Spanish teacher has provided teachers with a basic script in Spanish that the teachers can read when making introductory phone calls to their advisees. In the script it states that parents can request translation services for phone calls. The Spanish teacher provided professional development to train teachers to read the script and field simple questions.

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>.

□

In September 2010, Advisors called parents and notified them of their right to translation services. Additionally, the ESL teacher sent home letters to the families of ELLs at Bronx Latin and notified them of the availability of translation services in our school.

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$267,482	\$214,078	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,674		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$13,370	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$26,000	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 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.

NA, all of the teachers are highly qualified.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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. 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.

□

I. General Expectations

The Bronx Latin School 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

The Bronx Latin School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)

The Principal and teachers will meet with parent members of the School Leadership Team to coordinate the development of a timeline and schedule and divide the writing of the required School-Parent Compact Provisions.

Parent Association cabinet will invite parents to participate in the joint development of the school parental involvement plan

Appendix 4: Title I School Parental Involvement policy and School-Parent Compact (Continued)

The Bronx Latin School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

Parents who are participating in the development of the plan will be scheduled to participate in Learning Walks. The debriefing of the Learning Walks will inform the development of the School-Parent Compact.

The Bronx Latin School 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: (List activities.)

School Leadership Team will seek out Community Based Organizations and other organizations that can provide learning opportunities for parents that are aimed at improving students' academic achievement. Parent Association will utilize their resources and contacts to bring in organizations that can plan workshops for parents geared towards assisting parents to improve their children's academic achievement.

The Bronx Latin School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)

The programs listed in this section are not applicable to our school. As stated above the SLT in conjunction with the PA will seek out programs to coordinate and integrate Title I parental involvement strategies with parent involvement strategies.

The Bronx Latin School 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. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

An ad hoc committee will be formed to conduct the evaluation.

The evaluation will be conducted by an ad hoc committee vis-à-vis formal and informal meetings and/or interviews with parents, students, and teachers.

The ad hoc committee will conduct Learning Walks to inform their evaluation.

The ad hoc committee will utilize parent surveys to gather information needed to inform their evaluation.

The Bronx Latin School 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:

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 –

the State's academic content standards

Appendix 4: Title I School Parental Involvement policy and School-Parent Compact (Continued)

the State's student academic achievement standards

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: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.).

Informational workshops on testing.

Parent-teacher conferences

Classroom observations

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, by: (List activities.)

The school will provide technology workshops, parenting workshops, and technology workshops. In addition, the guidance counselor will provide a forum to discuss the emotional and social development of adolescents by running groups.

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, by: (List activities.)

Parents will meet with teachers and the principal to discuss how to improve building ties between parents and the school.

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and

public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)

As stated above, the SLT in conjunction with the PA will seek out programs to coordinate and integrate parental involvement programs. The programs listed above are not applicable to our school.

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: (List actions.)

The school will mail letters to parents informing them of opportunities to participate in school and parent programs in a timely fashion. The school will send letters home with students informing them of opportunities to participate in school and parent programs in a timely fashion.

The school will translate letters for parents with limited English proficiency.

Appendix 4: Title I School Parental Involvement policy and School-Parent Compact (Continued)

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, as evidenced by the ad hoc Parent-Compact Evaluation Committee. This policy will be adopted by the Bronx Latin on 09/01/09 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 09/30/10.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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 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.

Bronx Latin School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

Required School-Parent Compact Provisions

School Responsibilities

Bronx Latin School will:

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 as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

The school will provide an academically rigorous program and provide a supportive and effective learning environment in the following ways:
Teachers write an integrated curriculum map.

Teachers utilize Socratic teaching, cooperative learning, and, inquiry-based strategies in the classroom.

The school collaborates with partners and consultants to create a curriculum that taps into the multiple intelligences of diverse students.

Teachers develop authentic projects that meet state standards and promote critical thinking and collaborative learning among students.

The school has established an advisory program in order to support students' academic, emotional, and social development. In addition, each advisor has established a relationship with his/her advisees' parents with regard to informing them about attendance, academic, and behavioral issues.

Academic support is offered to the students in the form of before and after school tutoring, homework help, and Saturday Academy.

Students can participate in extra-curricular activities such as robotics, sports, band, and student council.

Students and parents will be trained to access an online data system (Datacations) by which the academic progress of students can be tracked as well as results on State standardized Exams.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]

Parent-teacher conferences are held in the following months:

November 2010

February 2011.

Appendix 4: Title I School Parental Involvement policy and School-Parent Compact (Continued)

An extra conference is held in January 2011 for promotion-in-doubt students.

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]

Report cards are distributed during parent-teacher conferences and via mail four times per year during the months of November, January, April, and June. Additionally, progress reports are sent home at the mid - point of the first three marking periods. Report cards and progress reports are reviewed with students in their Advisories.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]

Staff is available to meet with parents at formal parent-teacher conferences at the school three times per year. Additionally, staff is always available to meet informally with parents by appointment at any time during the school year.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parents are always invited to academic assemblies, Socratic circles, and exit project presentations. Parents have volunteered to help create classroom libraries and attend school trips. Parents have also volunteered to work backstage during student performances and/or participate in student assemblies such as the school-wide book-talk assembly and the moving up ceremony. Parents are sent letters requesting their presence to observe special school-wide learning activities and be active school community members. For example, the school invites parents to serve as evaluators of exit project presentations. Opportunities to participate in community learning activities are also announced at PA meetings and SLT meetings.

Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way. 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, Part A programs (participating students), and will encourage them to attend.

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.

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.

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.

Appendix 4: Title I School Parental Involvement policy and School-Parent Compact (Continued)

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.

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: [Describe the ways in which parents will support their children's learning, such as:

Monitoring attendance.

Making sure that homework is completed.

Monitoring amount of television our children watch.

Volunteering in my child's classroom.

Participating, as appropriate, in decisions relating to my children's education.

Promoting positive use of my child's extracurricular time.

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.

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.

Monitoring student's academic progress by utilizing the online grading and data system (Datacations).

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

Complete homework every day and ask for help when needed.

Read at least 30 minutes every day outside of school time.

Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

Signatures:

Bronx latin school _____

School Parent(s) Student

Date

(Please note that signatures are not required)

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

Data is gathered through standardized assessments as well as authentic assessments. Data is gathered through interim assessments and test simulations that are administered at targeted times in the school year to monitor and predict students' progress over time. Data showing the pass/fail rates of students by subject is also gathered in order to make adjustments in both teaching practices and the curriculum that will improve student learning in the classroom. Qualitative data in the form of surveys is also collected in order to determine the impact that school culture and academic expectations have on student progress. Qualitative data such as student work is gathered. At professional development sessions and inquiry team meetings this work is used to conduct descriptive review protocols and lesson studies, enabling teachers to reach a deeper understanding of the actual progress that individual students are making over time. Data is gathered to monitor student attendance which directly impacts student academic progress over time.

Over the course of six years, the process of gathering and analyzing data that reflects student learning outcomes has made the greatest difference for middle school students in the school's lowest third (citywide) (Level 1 and low Level 2 students). Tracking student data has

enabled the faculty to pinpoint skill areas that many of our students (especially our lowest functioning students) struggle to master. The process of tracking data has also helped teachers to target information gaps that prevent the further development of more advanced skills. 64% of students in the school's lowest third (citywide) made at least 1 year or more of progress in ELA according to the outcomes of the 2010 New York State English Exam. 67% of students in the school's lowest third (citywide) made at least 1 year or more of progress in mathematics according to the outcomes of the 2010 New York State Mathematics Exam. 72% of English Language Learners at Bronx Latin produced exemplary proficiency gains (improved by at least one and one-half of a proficiency level) according to the results of the 2010 NYS English Exam. 60% of ELLs produced exemplary proficiency gains (improved by at least one and one-half of a proficiency level) according to the results of the 2010 NYS Mathematics Exam. 73% of special education students made exemplary gains on the 2010 NYS ELA Exam while 66% of these same students made exemplary gains on the NYS Mathematics exam. However, proficiency levels on middle school NYS 2010 ELA and Mathematics Exams was low in general in light of the higher cut off scores. Overall 27% of middle school students achieved at proficiency (Level 3 or 4) in ELA and 44% of middle school students achieved at proficiency in math.

Due to the fact that the 2010 data reveals that proficiency levels were significantly lower for students, instructional changes have been implemented and opportunities to utilize data trackers and an online data system to set long and short term goals for all middle school students has been created. Grade teams will meet to conduct lesson studies and review students work with a focus on work produced by students with special needs. Humanities teams are integrating more non-fiction texts into the curriculum. ELA teachers are incorporating more opportunities for writing in their classes as well as on their authentic assessments. More interim assessments and/or simulations of standardized tests will be given this year to provide more opportunities to generate and analyze information that reveals student learning and progress. Academic intervention services will continue to be provided on Saturdays to target these students and offer them support in the areas of ELA and Mathematics. In the middle school specific periods have been targeted to teach reading comprehension strategies that can be used across the content areas and that are aligned to the new Common Core State Standards.

In the high school similar measures have been taken to meet the needs of ELLs and Special Education students who are struggling more to obtain 10 or more credits in their first and second year of high school and pass the Algebra and Living Environment Regents Exams. In 2010, 48% of Bronx Latin High School students in the school's lowest third were able to earn 10 or more credits in their first year of high school. Only 43% of students in the school's lowest third (mostly special needs students) were able to earn 10 or more credits in their first year. To meet the needs of ELLs and Special Education Students the school has established a credit recovery program which enables students to acquire additional seat time for all core subject areas. Students who participate in this program are able to retake Regents exams in the summer or during January. Courses have been added which have a differentiated curriculum designed to prepare students for RCT Exams. Additionally, for a small group of high school students who failed the algebra regents last year and who will be taking it again mid-year, a diagnostic was given in September and an item analysis was conducted by the teacher to reveal skill areas that need to be taught again. The school recently administered an interim assessment to all 9th graders who are taking algebra. The high school math team anticipates that an analysis of this assessment should reveal skill areas and/or information gaps that stem from a lack of basic number sense and operations, skills that were not mastered by many of our students in middle school (Please keep in mind that many of our high school students did not attend our middle school).

The school also continues to track the attendance of individual students who struggle to pass classes as a result of inconsistent attendance. The school tracks its daily average attendance. The school has increased its number of home visits this year and has invited more parents to visit the guidance counselor at the outset of the school year. This year both high school grade teams and middle school grade teams are

tracking students' authentic assessments, homework assignments, and class work by using an online program that will enable them to produce periodic progress reports for the students. Parents and students can also go online and check these reports. These grade teams anticipate that this information about student learning will help them to better target their instruction to meet the needs of their students, and give students and their parents the information they need to make changes in the students' learning habits that will lead to an improvement in the pass/fail rate of their classes and standardized tests.

The data suggests that the school must continue to improve its ability to look at individual student data and differentiate instruction in the classroom for students who are ELLs and Special Education students who are not meeting grade level standards as well as students whose proficiency levels are 3 and 4, but who do not demonstrate exemplary gains within their proficiency levels. Teachers' classroom practices need to shift to incorporate more flexible grouping, classroom activities, and assignments that are more suitable for both struggling and advanced learners in their classes. The high school data reveals that credit accumulation during the first year of high school is exceptionally difficult for students who were Level 1 or 2 in ELA and/or in math in the eighth grade (many of these students are ELLs or special education students). The high school team has concluded that more literacy techniques need to be implemented in the biology and global history classes. Students need more instruction in the area of writing specific types of assessments such as document based question essays for global history and lab reports for science. The textbooks for these courses have also proven to be challenging for many students who struggle with technical vocabulary and complex sentences. Students need more practice in reading skills such as understanding the main idea, making inferences, and defining new words in context. Teachers will incorporate more basic reading skills and writing skills into their lessons this year. Comprehension strategies will be taught across the content areas and curriculum maps will begin to be revised so that they are more aligned to the high expectations made explicit in the new Common Core State Standards. The high school data also reveals that ELLs and special education students need more differentiation in the classroom than was provided for them last year. This year the instructional model was changed so that for part of their program they have a special education teacher or an ESL teacher that pushes in with these students to help the general education teacher differentiate for these students. This year, the high school team will focus on generating and analyzing more data for students in the school's lowest third to better inform their classroom practices. Students in this group will be the focus of the school's inquiry team work. The team will chose comprehension and differentiation strategies that will be implemented across the content areas to augment the learning of all learners and draw conclusions about the types of assignments and teaching practices that are most effective in moving diverse students to the next level.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□

All grade teams will be trained in utilizing student trackers and an online data tool to set long term academic and study habit goals with their students. The school will organize days during the 2010-2011 school year to train students and parents to access this online data system to track academic progress and assess whether students are on track for graduation and college.

Teachers will be required to create their own professional development plans. The goals set in the teachers' professional development plans will be aligned to the school wide focus on applying differentiation strategies in the class and aligning lessons to meet the new standards (CCSS).

Teachers on grade teams will conduct inter-visitations with their colleagues and debrief visits to assist them in critically reflecting on whether they are meeting the goals they set in their professional development plans.

Teachers on grade team will present lessons to their colleagues and a protocol will be utilized to give feedback.

A new curriculum, Roads to Success, was purchased for all advisories from grades six through twelve to increase college and career awareness and to help students develop the study skills that they will need in college. This is the second year the staff is using the curriculum; therefore, following up on its implementation through professional development sessions will be essential to its success.

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.

□

All grade teams will be trained in utilizing student trackers and a data tool to set long term academic and study habit goals with their students. The school will organize two goal setting days during the 2009-2010 school year to collaboratively construct short term academic and study habit goals with students. Student trackers and goal setting sheets will be discussed with parents at parent teacher conferences.

Teachers will be required to create their own professional development plans. The goals set in the teachers' professional development plans will be aligned to the school wide focus on increasing student engagement in the class.

Teachers on grade teams will conduct inter-visitations with their colleagues to assist them in critically reflecting on whether they are meeting the goals they set in their professional development plans.

Teachers on grade team will present lessons to their colleagues and a protocol will be utilized to give feedback.

A new curriculum, Roads to Success, was purchased for all advisories from grades six thru eleven to increase college and career awareness.

- o Help provide an enriched and accelerated curriculum.

□

All grade teams will be trained in utilizing student trackers and a data tool to set long term academic and study habit goals with their students. The school will organize two goal setting days during the 2009-2010 school year to collaboratively construct short term academic and study habit goals with students. Student trackers and goal setting sheets will be discussed with parents at parent teacher conferences.

Teachers will be required to create their own professional development plans. The goals set in the teachers' professional development plans will be aligned to the school wide focus on increasing student engagement in the class.

Teachers on grade teams will conduct inter-visitations with their colleagues to assist them in critically reflecting on whether they are meeting the goals they set in their professional development plans.

Teachers on grade team will present lessons to their colleagues and a protocol will be utilized to give feedback.

A new curriculum, Roads to Success, was purchased for all advisories from grades six thru eleven to increase college and career awareness.

- o Meet the educational needs of historically underserved populations.

□

All grade teams will be trained in utilizing student trackers and a data tool to set long term academic and study habit goals with their students. The school will organize two goal setting days during the 2009-2010 school year to collaboratively construct short term academic and study habit goals with students. Student trackers and goal setting sheets will be discussed with parents at parent teacher conferences. Teachers will be required to create their own professional development plans. The goals set in the teachers' professional development plans will be aligned to the school wide focus on increasing student engagement in the class. Teachers on grade teams will conduct inter-visitations with their colleagues to assist them in critically reflecting on whether they are meeting the goals they set in their professional development plans. Teachers on grade team will present lessons to their colleagues and a protocol will be utilized to give feedback. A new curriculum, Roads to Success, was purchased for all advisories from grades six thru eleven to increase college and career awareness.

- o 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.

□

All grade teams will be trained in utilizing student trackers and a data tool to set long term academic and study habit goals with their students. The school will organize two goal setting days during the 2009-2010 school year to collaboratively construct short term academic and study habit goals with students. Student trackers and goal setting sheets will be discussed with parents at parent teacher conferences. Teachers will be required to create their own professional development plans. The goals set in the teachers' professional development plans will be aligned to the school wide focus on increasing student engagement in the class. Teachers on grade teams will conduct inter-visitations with their colleagues to assist them in critically reflecting on whether they are meeting the goals they set in their professional development plans. Teachers on grade team will present lessons to their colleagues and a protocol will be utilized to give feedback. A new curriculum, Roads to Success, was purchased for all advisories from grades six thru eleven to increase college and career awareness.

- o Are consistent with and are designed to implement State and local improvement, if any.

□

All grade teams will be trained in utilizing student trackers and a data tool to set long term academic and study habit goals with their students. The school will organize two goal setting days during the 2009-2010 school year to collaboratively construct short term academic and study habit goals with students. Student trackers and goal setting sheets will be discussed with parents at parent teacher conferences.

Teachers will be required to create their own professional development plans. The goals set in the teachers' professional development plans will be aligned to the school wide focus on increasing student engagement in the class.

Teachers on grade teams will conduct inter-visitations with their colleagues to assist them in critically reflecting on whether they are meeting the goals they set in their professional development plans.

Teachers on grade team will present lessons to their colleagues and a protocol will be utilized to give feedback.

A new curriculum, Roads to Success, was purchased for all advisories from grades six thru eleven to increase college and career awareness.

3. Instruction by highly qualified staff.



Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

Help provide an accelerated, high –quality curriculum, including applied learning; and

Minimize removing children from the regular classroom during regular school hours;

Teachers on grade teams work from curriculum maps that have the following features which create a rigorous learning environment:

The curriculum maps are structured through units that last approximately three months.

The curriculum maps utilize essential questions around which subordinate main ideas are developed.

Skills and key concepts are recycled in spiral fashion from one grade to the next.

Learning experiences are organized so that each experience builds on the next.

The principle of integration is applied so that students can make connections across the curriculum or see the knowledge from one area as it relates in another area.

Curriculum maps are living documents that should be adapted and revised to suit the needs of students and the styles of teachers who are teaching the course.

Teachers plan and teach lessons that are guided by the principles of differentiation. Lessons are designed to meet the needs of diverse learners by including the following elements:

Authentic tasks

Quality resources

Flexible grouping

Collaborative work on meaningful issues

Presentations

Metacognition

Engagement in meaningful discussions, Socratic circles, or debate

Connecting school with real life situations

The infusion of literacy in all content areas

In order to align instructional strategies with the data gathered and provide a rigorous instructional approach that enables students to reach their learning goals, the school leader has made the following organizational decisions:

The school utilizes block programming to facilitate collaborative learning and a project-based curriculum.

Grade teams meet on a weekly basis to discuss student data, check pacing with regard to where their colleagues are on the curriculum map, plan collaborations between teachers, conference with parents, and problem solve issues that arise in their classes with other teachers.

Students from all grades take a complementary math course to augment their learning and help students meet their learning goals. This additional class in math is a self paced course that students take on computers. Teachers present mini lessons that provide the students with a point of entry so that they can understand the spiraling concepts that are introduced in the learning units on the software. At the same time, students have the opportunity to move through the units at their own pace. The course is differentiated because students move through the units at their own pace, teachers can skip students to certain units depending on students' skills, students can chose features in the software to help them master concepts such as clues, model problems, or review lessons.

ELA periods are often delivered in double blocks to allow time for drafting essays and engaging in substantive discussion about literature. Longer blocks and more periods also allow time for the implementation of an independent reading program in which classroom libraries are used.

Science classes are often delivered in double blocks to allow for hands on experiments and writing science lab reports.

The implementation of the school's advisory program helps foster a classroom climate of mutual trust and respect for the needs, learning styles, and goals of diverse students in the class. The purpose of advisory is to personalize the educational experience of every child in the school. The goal is that every child develops a trusting relationship with at least one adult in the school. The adult tracks both the student's academic and social progress. The advisor develops activities which are meant to support the student's personal growth and the group's cohesiveness as a community of learners.

Another way in which a school culture of mutual trust and respect is cultivated is through a shared decision making process in which grade team leaders are given the authority to facilitate problem solving with their colleagues and make changes in scheduling and planning that makes sense to a particular group of teachers. Power is distributed by the school leader and important tasks are often delegated to lead teachers.

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.

□

The school leader in collaboration with teachers has established a series of professional development workshops for the 2009-2010 school year. The professional development sessions offered in this series is a response to teacher needs expressed in the teachers' Learning Environment Surveys for 2009. The series of workshops was also created as a response to the school leaders own observations of classroom teaching and an analysis of student outcomes on the 2009 standardized tests.

Professional development sessions during the summer focused on the implementation of effective advisories, how to use smart boards and laptops in the classroom, and classroom management. In September and the beginning of October the faculty continued exploring ways in which to speak to students to increase student productivity and limit behaviors that interfere with the learning process. These sessions also included how to speak to parents to foster a partnership between the school and the students' families. Mid-October sessions began to focus on differentiation and the workshop model. In mid-November the team will shift to Socratic teaching and the implementation of Socratic circles in the classroom. This professional development will be differentiated because some teachers already have experience with Socratic teaching. Other sessions will focus on topics such as creating exit projects by utilizing backward planning techniques and scaffolding skills students need for effective and meaning oral presentations.

Professional development sessions are led by teachers, the school leader, and visitors.

Teachers are also offered opportunities to attend outside professional development opportunities that are offered by the DOE and the PSO. This year the high school Collaborative Teaching Team and ESL teacher will attend several DOE professional development sessions to support their work with special needs students and improve the differentiation in their classrooms.

New teachers are assigned an in house coach who is a fellow colleague. The coaching is collegial. The new teacher is observed frequently by his/her mentor who debriefs lessons. In addition, new teachers are encouraged to visit their colleagues' classes and debrief their observations with their colleagues. Coaches lesson plan with their colleagues, help clarify lesson goals and objectives, and assist their colleagues with data-gathering and using data to inform teacher practices. Most importantly, coaching is designed to help new teachers develop a reflective practice.

Mentors meet with the principal on a biweekly basis to assess the effectiveness of their coaching, share practices, and discuss the teachers' needs and growth.

This year the principal encouraged the entire high school team to take part in the Inquiry Team. When the high school team meets as the Inquiry Team the focus of the team is on analyzing the student work, assessment outcomes of students in the schools lowest 1/3 population to inform their action research.

Over the last couple of years, Bronx Latin has had partnerships with several organizations and/or institutions. Bronx Latin has collaborated with Fordham University's Classics Department. Students from Fordham's Classics Department have tutored our students on site as well as hosted students for a Latin Day on the college campus. Additionally, Bronx Latin has used an artist in residence from the Learning Through the Expanded Arts Program. This artist has collaborated with the 6th grade team in order to assist teachers with the process of integrating the visual arts into the content areas. Kips Bay Boys and Girls Club has managed our grant money, hosted our students for field days. Members of this organization have joined the Bronx Latin community for Socratic Seminars and served as guest evaluators for Exit Project Presentations. The Bronx Latin Science department has been part of a practitioner network that collaborated with the Museum of Natural History in New York City. All of these organizations provide professional development to Bronx Latin teachers either through onsite training in which other professionals plan lessons and co-teach with Bronx Latin teachers or Bronx Latin teachers use the facilities of these organizations to be exposed to alternative teaching methodologies that they can then implement in their classrooms

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

The school administrator and teachers recruit highly qualified teachers from job fairs. Teachers are paid per session from Title 1 to screen and interview highly qualified prospective candidates.

Recruitment materials are provided to prospective teachers at job fairs and during interviews. Some of these public relations materials are duplicated with Title 1 funds.

The school administrator works with the New Visions New Teacher Project Program to strategies how to market the school, develop an interview model, and effectively staff the school.

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

Two parent orientations are held at the beginning of the school year for incoming 6th and 9th graders. The purpose of these orientations is to give parents an overview of the school model and communicate the expectations of the community with regard to the academic performance and social development of their children.

Workshops are held for high school parents that are focused on familiarizing parents with high school graduation requirements and reading their children's transcripts.

Advisors must make monthly phone calls home to their advisees' parents giving them information about the progress of their children and upcoming school events. Advisors are required to turn in monthly phone logs.

During the 2009-2010 school year Bronx Latin will utilize Title 1 funds to high school teachers in the development of Individualized Achievement plans for each student. The follow up to the creation of these plans will be to hold meetings with parents in which data specific to their children is shared with them and goals are set fro their child's academic development.

Bronx Latin's family worker supports our strategies to increase parental involvement in school by conducting home visits to parents that are difficult to reach or who cannot attend parent teacher conferences.

When it is appropriate to the situation, the guidance counselor will conduct counseling sessions with both the parent and the child to increase the parent's involvement in the academic and social development of their child at school.

School – wide parent teacher conferences are conducted twice a year. In cases where students are consistently failing all core subject areas an intervention is held in which a parent and student attends a grade team meeting and meet with all of the teachers at one time to discuss the student's performance in school and services that may help the student to improve.

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.

□

Grade teams meet and analyze data after every report card period to assess whether students are making adequate progress in their classes. The high school and eighth grade teams track student data by using online software that enables them to generate periodic progress reports during a marking period. The data from these progress reports are shared with students and parents. At team meetings grade team members share data to determine learning patterns for certain students and discuss teaching strategies that can be implemented to help the student progress in his/her classes.

Mid -year report card data is utilized to identify students whose promotion is in doubt. At this time, grade teams set goals for students and also conference with parents.

During the school year content area departments meet to analyze data from interim assessments and predictive assessments in order to assess whether students are on target for meeting the proficiency level of the State's standardized assessments. At this time, the data gathered from these assessments is utilized by teachers so that they are equipped to make functional decisions for planning and implementing curriculum and future assessments in their classrooms that will lead toward increased student growth.

Informal data gathered from authentic assessments including, projects, seminars, writing assignments, and classroom tests also assist the teacher in understanding the student's capacity to use his prior knowledge as well as his newly integrated knowledge in order to continue his next learning steps.

The faculty at Bronx Latin is exposed to a variety of data that better informs the decisions they make with regard to planning and implementing a curriculum that is both rigorous and interesting.

The process of generating and analyzing a variety of data allows the teachers to understand the ways in which diverse learners process information, leading to opportunities for a variety of students with different learning styles to augment their learning.

When teachers discuss data generated by interim assessments given by departments it provides an opportunity for teachers to analyze specific skill areas in which students tend to struggle with across the grades. For example, the ELA department has come to realize through their analysis of data each year that sixth, seventh, and eighth graders all struggle with making inferences and drawing conclusions.

Therefore, teachers across the grade levels provide extra practice in these skill areas. Teachers share materials and techniques at meetings for helping students develop certain skills. On the other hand, when teachers on grade teams analyze data together a pattern may emerge in all of their classes for a particular student prompting the team to change the student's group for a collaborative project or to develop a more appropriate assignment that will increase the student's learning. In these situations, both the faculty and the students benefit from the consistent use of data. Teachers are more equipped to plan and set goals for their students and students learning is accelerated when skills and teaching strategies are tailored to meet their needs

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.

□

Program resources are utilized to provide after school to children who are at Level 1 and 2 in English and math.

Program resources are utilized to provide Saturday Academy classes to middle school students who are performing below grade level and high school students who are at risk for not passing NYS Regents Examinations.

Program resources are utilized to provide an after school program in which learning skills are further developed through extracurricular activities such as robotics, debate, art, and the Amnesty International club.

The guidance counselor provides before and after school counseling sessions to students who are at risk. The guidance counselor is paid for counseling sessions that are held outside of regular school hours with Title 1 funds.

The guidance counselor often attends staff professional development sessions to turn key information, policies, strategies, and procedures to assist the teachers in increasing student engagement in their classes. The teacher training provided by the counselor is also funded through Title 1.

Grade teams meet on a weekly basis to assess student learning and track student data.

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.

□

Title 1 funds are always used in coordination with other funding sources to provide opportunities for professional development sessions for teachers, data analysis and planning meetings, extracurricular activities for students, academic intervention programs for students, parent outreach, and counseling services for students. The spending criteria for each funding source usually determine how specific school programs and initiatives are paid for.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

Title I, Part A (Basic)	Federal	Yes			\$267,482	True	Goals 1-5
Title III	Federal	Yes			\$15,000	True	Goals 2,3, and 5
Title I, Part A (ARRA)	Federal	Yes			\$214,078	True	Goals 1-5
Tax Levy	Local	Yes			2,554,048	True	Goals 1-5

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

Five students currently reside in temporary housing.

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

Trips fees are covered

Supplies and/or school uniforms requested by teachers and/or parents are purchased.

Lunch is provided.

Where possible, college fees waivers are distributed.

Senior activities are funded.

Guidance intervention services are provided when needed

Letters are sent home and parents are interviewed to maintain the housing status of the students up to date. When information pertaining to the student's housing status is confirmed by the parent, it is indicated in ATS.

Part B:

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).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
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 in your Children First Network.
NA

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_12X267_122010-134723.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster New Vision / CFN	District 12	School Number 267	School Name Bronx Latin
Principal Leticia Pineiro		Assistant Principal Annette Fiorentino	
Coach Jeremy Greenfield		Coach	
Teacher/Subject Area Anna Lepore/ 6-8 ESL		Guidance Counselor Stephanie Massiah/guidance	
Teacher/Subject Area Sara Choate / 9-12 ESL		Parent Marisol Reyes	
Teacher/Subject Area Janise Rivera-Manzanet / ELA		Parent Coordinator We do not have a PC	
Related Service Provider Cynthia Klebon/Guidance		Other type here	
Network Leader Barbara Gambino		Other type here	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	28

C. School Demographics

Total Number of Students in School	355	Total Number of ELLs	49	ELLs as Share of Total Student Population (%)	13.80%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. a. The Home Language Survey (HLIS) is administered by the Anna Lepore, the Certified M.S. ESL teacher and Sara Choate, the Certified H.S. ESL teacher. These teachers give the results of these surveys to the Pupil Accounting Secretary, Maria Rosario. The results of the survey are entered into ATS.
b. The ESL teacher conducts an informal interview and gives a diagnostic to the student to assess the level of English acquisition.
c. The ESL teacher administers the LAB R to students who are new to the country. Sara Choate is the Certified ESL teacher for the H.S. students. She administers the LAB R to the incoming students who meet the criteria for this exam. Anna Lepore is the Certified ESL teacher for the M.S. students. She administers the LAB R to incoming students who meet the criteria for the exam.
d. Every year the ESL teachers (Anna Lepore, Certified M.S. ESL Teacher and Sara Choate, Certified H.S. ESL teacher) administer the NYSESLAT to ELLs who have been receiving ESL services. When the NYSELAT data comes in during the summer, the principal reviews the data to assess the students who are beginners, intermediate, or advance in order to develop the ELLs academic program for the upcoming school year. In the fall, the principal has a meeting with the ESL teachers to review and analyze data to focus instruction on areas of need reflected in the data.
2. Bronx Latin only offers Pull-out ESL classes in combination with Push-in services. The ESL teachers will Push-in with the English, Science, and Social Studies teachers to provide support for ELLs in their content area classes. Parents who apply to Bronx Latin receive this information in both the middle school and high school directories, at orientations, and during parent teacher conferences. Letters are also sent home to inform parents of ELLs about the type of language services their children receive in school.
3. ESL teachers distribute the entitlement letters. Bronx Latin does not distribute a program selection form because only two ESL teachers are on staff and they only offer a combination of Push-in / Pull-out ESL services. Bronx Latin does NOT OFFER Transitional Bilingual Education or Dual Language; therefore, parents do not receive a description of all three program choices. Through the M.S. Choice Admission Process and H.S Admissions Process our school is identified as a school that only offers Pull-out/Push-in ESL services.
4. o If students have been taking ESL classes in their previous schools in the 8th or 5th grade and have not passed the NYSELAT exam,

- they are placed in ESL services.
- o If students took ESL classes the previous year at Bronx Latin and did not pass the NYSELAT exam Bronx Latin continues ESL services.
 - o When students who are new admits are from different countries they are interviewed and given the LAB R. The Home Language Survey is also given to the parents. If the HLIS indicates that the students home language is another language other than English and the student struggles to communicate during the interview he/she is assigned to an ESL class and the parent is notified via letter that his/her child is receiving ESL support services.
 - o Bronx Latin students are also offered Extension of Services if they are struggling to pass Regents Exams in the high school due to their literacy skills or have failed to reach a proficiency level of 3 on the 6-8 NYS ELA Exams. ESL teachers and the school administrators utilize other data to inform their decisions with regard to continuing services.
5. As stated before, Bronx Latin does not offer program choices. In both the high school and middle school the ESL teachers offer a program which consists of both Pull-out and Push-in ESL services.
6. Bronx Latin is a middle school of choice and students must apply through the high school application process. During open houses, fairs, and orientations the school communicates the type of services it offers to ELLs. If parents want a different type of program they do not apply to Bronx Latin.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

<input type="radio"/>														
K	1	2	3	4	5	6	7	8	9	10	11	12	13	14

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	0	0	0	0	8	7	4	18	9	3	0	49
Total	0	0	0	0	0	0	8	7	4	18	9	3	0	49

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	12
SIFE	5	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	19

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	12	1	1	10	0	0	27	4	13	49
Total	12	1	1	10	0	0	27	4	13	49

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	7	7	4	17	8	3	0	46
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	1	0	0	0	0	0	0	1
TOTAL	0	0	0	0	0	0	8	7	4	18	9	3	0	49

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
	L		L		L		L		L		L		L		L		L		L	
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0																		

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	7	7	4	17	8	3	0	46
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	1	0	0	0	0	0	0	1
TOTAL	0	0	0	0	0	0	8	7	4	18	9	3	0	49

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. a. The organizational models utilized to deliver instruction to ELLs is a combination of Pull-out and Push-in ESL. There are two ESL teachers. The middle school ESL teacher pulls students out to deliver ESL classes and also pushes in mainly with the English or Social Studies teacher to provide extra support to the ELLs in the class. The high school ESL teacher does the same, but also pushes into some science blocks to provide literacy support for the ELLs.
 - b. ELLs are mixed in with non ELLs in their classes. However, for the most part, ELLs are grouped together in the same class in a grade so that the ESL teacher can pull them out at the same time and provide Push-in services at the same time. Since Bronx Latin is a small middle school and high school with only one provider in the lower and upper school this program model enables the ESL teachers to provide services to every child in every grade. Heterogeneous grouping requires that the ESL teachers differentiate their instruction and assist the teachers who they are pushing in with in this process.
2. a. In the middle school, students receive 400 minutes of instruction in their ELA classes. 120 minutes of ELA is dedicated solely to the instruction of reading strategies. In all grades 200 minutes out of the 400 minutes the ESL teacher pushes in with the ELA teacher. In addition, in all grades students are pulled out to receive ESL instruction 120 minutes per week.

b. In the high school all students receive between 135-165 minutes per week of Pull-out instruction in ESL. All high school students receive 240 periods of ELA instruction. In the 9th grade the ESL teacher pushes in with the Global History teacher 90 minutes per week and the ELA teacher 150 minutes per week. In the 10th grade the ESL teacher pushes in with the Global History teacher 90 minutes per week and the ELA teacher 195 minutes per week. In the 11th grade the ESL teacher pushes in with the United States History teacher 45 minutes per week and the ELA teacher 150 minutes per week. There are currently no 12 graders who receive ESL services.

3. The content areas are delivered in English. In the specified content areas above, the ESL teachers Push-in with the content area specialist. All content area teachers utilize the workshop model and implement differentiated instructional strategies with their classes. In light of the new Common Core State Standard content area teachers are also applying comprehension strategies in their classes to augment their students reading skills. Content area teachers will be focusing on monitoring comprehension by activating and connecting students' prior knowledge to what they are currently learning and scaffolding questions according to Blooms Taxonomy. Additionally, content area teachers will teach reading comprehension skills explicitly such as visualizing, inferring, determining importance in a text, summarizing, and synthesizing information to enrich the language development of all learners in their classes.

4. Overall description of differentiation:

In the Middle School and High School it is extremely important for ELLs to be familiar with specialized academic and content area vocabulary embeded within lessons. Differentiated activities provide ELLs opportunities to practice these words in the four areas of language development: Reading, Writing, Speaking, and Listening. Learning in Bronx Latin classrooms is supported with realia, visual aids, and contextualized language. Teachers emphasize vocabulary, utilize students' prior knowledge, and develop the students' background knowledge to create an entry point into the lesson. All these steps are key for building the comprehension of ELLs. Teachers are encouraged to create hands-on and inquiry based lessons. All teachers should know the levels of language acquisition for each of their ELLs. Knowing these levels will help them to plan instruction and differentiate for students at various levels.

a. At this time the Bronx Latin School only has one SIFE student. We are currently seeking a school with a SIFE program for this student so that she can be better served. At the beginning level students are expected to respond to some simple communication tasks. Strategies for developing vocabulary with SIFE students consist of using visuals and pictures to support oral and written language to increase comprehension. Activities such as TPR, Sentence Frames, Sentence Stems, and Cloze Activities are used with SIFE students.

b. In the middle school newcomers receive 10 periods per week of ELA instruction. The ESL teachers pushes in part of the time and also pulls out these students three times per week for additional instruction. All newcomers receive tutoring in the morning for 37.5 minutes four times per week. Additionally, newcomers will attend Saturday Academy classes to support their ELA and Math content area classes from January through May. In the high school newcomers follow the program described above in question 2a. Additionally, newcomers are invited to Saturday Academy classes from January to June to receive support in Regents based classes. Tutoring is also offered after school on a needs basis. During the summer newcomers are offered additional instruction in our summer school. At the early stages students will slowly begin to respond with increasing ease to varied communication tasks.

As stated above activities such as TPR, Sentence Frames, Sentence Stems, and Cloze Activities are used with beginning early-intermediate level ELLs. In addition, teachers begin to use more tiered assignments and scaffold questions so that students can respond beyond basic comprehension questions and begin to analyze.

c. ELLs receiving service for 4 to 6 years are expected to tailor their language skills to meet immediate communication and learning needs. While implementing vocabulary activities still remains a focus in the classroom, teachers begin to utilize more tiered assignments, vary their questioning patterns, integrate more choice into the curriculum, and provide students with opportunities to work independently to complete self-paced activities, including using a math based computer program and allowing students to conduct small investigations on a topic.

- d. Long-Term ELLs receive extension of services depending on their ability to achieve proficiency levels on the NYS ELA and Mathematics exam in grades 6-8. Moreover, the pass/fail rates of ELLs is analyzed to determine the level of support each individual student needs. In the high school a similar approach is taken. Individual student data is analyzed in terms of pass/fail rates on Regents exams and credit accumulation. In both the middle school and high school data from interim assessments is also analyzed to determine the level of academic support needed for long-term ELLs.
- e. ELLs identified as also needing special education services are served as per the mandates on their Individualized Education Plans (IEPs). These students receive both services and are invited to all academic intervention services available (before or after-school tutoring and Saturday Academy).

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. The following programs are the targeted intervention programs available to all ELLs regardless of years of service. There is always a heterogeneous mix of ELLs as well as non ELLs in these programs.
 - a. Before and after school tutoring in math and ELA for middle school and high school students.
 - b. Saturday Academy classes - middle school and high school students. ELA and math classes are offered in the middle school. All Regents classes are offered in the high school.
6. ELLs who have reached proficiency on the NYSESLAT are not eligible for ESL services. ELLs who are struggling to reach proficiency on New York State Standardized exams and who are not passing their classes are targeted. These students continue to receive ESL support services (Push-in / Push-out) and are invited to all of the academic intervention services listed above.
7. In grades 6-8 three out of the ten periods of ELA will be dedicated solely to teaching the essential reading comprehension skills. A reading program was purchased for this specific purpose (Continental Press, Finish Line Series). Additionally, all ELLs in both the middle school and high school receive a total of eight periods of math per week. Three out of the eight periods are dedicated to instruction utilizing Carnegie Learning software. This math software allows the students to move through the math units by self-pacing. The software differentiates for the learner. Moreover, this software benefits the ELLs because it incorporates more literacy through presenting math word problems that are displayed and explained with visual aids.
8. At this time, The Bronx Latin School is not discontinuing any programs or services for ELLs.

9. Per session supported by TitleIII funding supports before and after school tutoring provided by ESL teachers for ELLs. Saturday Academy classes are taught by content area teachers and ESL teachers who Push-in. All ELLs are also invited to participate in clubs and teams after school such as sports, robotics, student council/community service, and Amnesy International.
10. The following instructional materials are used to support ELLs:
- High School
- Prentice Hall Regents Preparation Books
 - Coach Regents Preparation Books
 - NYSESLAT Preparation Books
 - Carnegie Learning Algebra, Geometry, and Trigonometry software
- Middle School
- Coach Preparation for NYS ELA and Math Exams
 - Continental Press "Finish Line" Reading Comprehension Series
 - Empire State / NYSESLAT / Continental Press
 - Carnegie Learning Math software - Bridge to Algebra for grades 6-8
11. In the middle school student do not have any instruction in Spanish. In the high school students have Spanish 5 times per week. The instruction focuses on supporting their reading and writing skills as native speakers of Spanish. Students whose first language is French also take Spanish at this time because there is not enough funding for a French teacher.
12. There are two ESL teachers at Bronx Latin. The middle school ESL teacher works with students in grades 6-8. The support and instructional materials that she uses corresponds to the ELLs' ages and grade levels. The high school ESL teacher only works with students in grades 9-12 and the support and instructional materials she utilizes correspond to the ELLs' ages and grade levels.
13. Newly enrolled ELL students participate in the following activities in the beginning of the school year:
- Each ELL student is assigned an advisor who speaks Spanish or has experience working with ELLs.
 - Each ELL student is invited to an orientation that is given in both Spanish and English.
 - The school sends correspondence to parents in their native language to introduce them to the school, explain the dress code, and invite them to an oreintation.
14. In grades 6-8 all students take Latin to assist them with acquiring English grammar. They also receive instruction in etymology. In the high school students ELLs receive instruction in Spanish. The class is heterogeneous. There is usually a mixture of native speakers and heritage language learners.

C. Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

Not applicable. Bronx Latin does not have a dual program.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. Differentiation strategies and the implementation of literacy standards specified in the new Common Core State Standards (CCSS) is the school-wide professional development focus. All content area teachers, ESL teachers, paraprofessionals, and the Assistant Principal will receive professional development in these areas during the 2010-2011 school year. Secretaries will not receive professional development in this area. There is no Parent Coordinator at the Bronx Latin School.

- o Differentiation Strategies - Two full day professional development sessions will take place focusing on how to meet the needs of students in heterogeneous class environments. The professional development consists of the following components:
 - a. A rationale for why there is a need to differentiate for diverse populations
 - b. How to begin implementing differentiated strategies in the classroom
 - c. Vocabulary Development
 - d. Tiered assignment
 - e. Questioning
 - f. Self-paced strategies
 - h. Classroom-management strategies for tracking differentiated work
 - i. Flexible grouping
 - j. Anchor activities
- o Common Core State Standards
 - a. Teachers develop a deeper understanding of the CCSS
 - b. Teachers examine the developmental progression of the CCSS for literacy and understand the respective demands for both teachers and students
 - c. Teachers identify the implications of the CCSS to instruction and assessment
 - d. Teachers begin to align their curriculum maps and assessments with the new standards

2. Staff receives professional development in how to implement an effective advisory program. The main purpose of the Bronx Latin advisory program professional development is to train teachers to be a liaison between the school and the parents and to train teachers to conduct parent outreach so that parents can monitor their children's academic and social progress in school. Additionally, professional development focused on the implementation of advisory trains teachers to facilitate "workshop-like" activities that help them to develop personal relationships with students, support students as they transition from one grade to the next, and build students social and emotional skills enough so that they can make productive academic and life decisions.

3. ELL training is imbedded in the professional development for applying differentiation strategies in their classes. Teachers will have approximately 12 hours of professional development in this area during the 2010-2011 school year.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

1. All parents are invited to participate in the parent association. Parents who are members of the SLT report school activities, school progress, and recent decisions and/or changes in the school's programs at PA meetings. Parents are invited through phone calls and letters to attend other school activities such as trips, workshops, performances, and conferences. Parent outreach is conducted by teachers, the administration, and the family worker.

2. At this time the Bronx Latin School is not partner with a community Based Organization. Parent workshops are conducted by my PSO

(New Visions) parent outreach team. The following workshops will be held this year: "Helping your child stay on track so that they are college ready" and "Applying for Financial Aid/completing the FASFA".

- Parents needs are evaluated when parent outreach is conducted through phone calls and home visits. Each child has a teacher that serves as an Advisor to the child. Advisors are required to make monthly phone calls or call when the child is struggling academically or socially in the school. Phone logs are turned in once a month and parents needs are addressed shortly after the conversation. Parents are invited in to join grade team meetings once a week if they need to speak with the teachers about specific issues regarding their child's progress. The administrative team evaluates parent responses on the annual School Environment Surveys. Parent responses have changed the way the school communicates the academic progress of students. This year parents will receive training and passwords to utilize an online grading program. Parents needs are also assessed during conversations that take place during conferences and meetings. Lastly, students also relay messages from their parents to the administration and teachers.
- Parental involvement activities address the needs of the parents by helping them to reach a deeper understanding of how to support their children's academic progress so that they are college ready. Workshops usually focus on high school readiness for middle school students and college readiness for high school students. Freshman parents receive a workshop twice a year that communicates the steps their child must take in H.S. to stay on track to get a diploma in four years and be college ready. Juniors and Seniors' parents are invited to workshops regarding the college admissions process and applying for financial aid. Seniors' parents will be invited to come to the school to complete their FASFA forms with experts. These workshops address the needs of the parents because many parents are unfamiliar with the college application and admissions process. Many parents also need hands-on assistance in utilizing their tax forms to complete applications for financial aid. This year parents in all grades were given passwords and were taught to use Skedula, an online grading system. Through this system parents can check their students academic progress in subject area classes, exam history, and transcripts. This address the needs of busy parents who often unable to come into the school regularly. Parents can review information online and contact their child's teachers with any concerns. The parents of ELLs were trained to use the online grading system by teachers who knew their language or paid translators.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	0	1	0	4	0	0	0	5
Intermediate(I)	0	0	0	0	0	0	3	3	3	10	4	0	0	23
Advanced (A)	0	0	0	0	0	0	5	2	1	3	3	3	0	17
Total	0	0	0	0	0	0	8	6	4	17	7	3	0	45

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING	B	0	0	0	0	0	0	0	0	0	3	0	0	0

/SPEAKING	I	0	0	0	0	0	0	1	0	0	2	2	0	0
	A	0	0	0	0	0	0	2	3	1	5	1	0	0
	P	0	0	0	0	0	0	5	3	3	7	4	3	0
READING/ WRITING	B	0	0	0	0	0	0	0	1	0	4	0	0	0
	I	0	0	0	0	0	0	3	3	3	9	4	0	0
	A	0	0	0	0	0	0	5	2	1	4	3	3	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	4	4	0	0	8
7	2	4	0	0	6
8	1	8	1	0	10
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	1	0	5	0	2	0	0	0	8
7	2	0	4	0	0	0	0	0	6
8	1	0	6	0	3	0	0	0	10
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	5	0	5	0	0	0	0	0	10
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	0	0	0	0	0	0	0	0
8	3	0	7	0	0	0	0	0	10
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math <u>Algebra</u>	11	0	8	0
Math <u>Geometry</u>	3	0	0	0
Biology	0	0	0	0
Chemistry	2	0	0	0
Earth Science	0	0	0	0
Living Environment	11	0	5	0
Physics	0	0	0	0
Global History and Geography	3	0	2	0
US History and Government	0	0	0	0
Foreign Language	2	0	2	0
Other <u>RCT Math</u>	2	0	0	0
Other <u>RCT Scienc</u>	2	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. In the beginning of the school year the ESL teachers give ELLs a practice NYSESLAT exam that serves as a diagnostic to assess their reading and writing levels. They analyze this data in conjunction with the NYSESLAT data and data from New York State Standardized exams. This data is used to drive instruction across the grade levels. The data has revealed that most of the ELLs continue to need support in reading comprehension and writing. The areas of speaking and listening tend to be stronger. Data continues to show that ELLs are struggling with reading comprehension skills such as: determining central ideas and themes of a text, interpreting words and phrases as they are used in a text, and comparing and contrasting how different authors deal with similar topics or themes in texts. In addition data shows that ELLs are struggling with writing skills such as: developing a topic with relevant facts and examples, using appropriate and varied transitions to create a cohesive piece of writing, and using precise vocabulary that is specific to inform about or explain a topic. Improving content area teaching of literacy skills and learning through collaboration between the ESL and content area teachers has been a major focus this year to facilitate data-driven instruction.
2. On the 2010 NYSESLAT proficiency results revealed that only 11% of ELLs in our community were classified as Beginning. 51% of ELLs in our community were classified as Intermediate and 37% were classified as Advanced. Last year the LAB R was given to one ELL in our community who tested at the proficiency level of Beginning. This data reveals that applying differentiation strategies in the classroom is necessary to reach the broad needs of ELLs as well as non ELLs in the classroom. The diverse levels of language learners in the classrooms has facilitated a process by which teachers are designing different activities and assessments to help learners access information and apply skills in their classes.
3. The 2010 NYSESLAT Modality Report reveals that 100% of ELLs at Bronx Latin scored higher in the areas of Listening/Speaking versus Reading/Writing. The Modality report shows that 8% of students tested at Beginning, 51% tested at Intermediate, and 40% tested at Advanced for Reading/Writing. In light of this data, instructional decisions have been made to implement more differentiated assignments and classroom activities while including more strategies across content areas to teach literacy. In ELA classrooms more lessons are focused on teaching comprehension strategies. Also, this year a concerted effort is being made to incorporate more non fiction texts in the ELA curriculum.
4. A. In assessing the NYS ELA data from 2010 the data shows that in the 6-8 grades very few students attained a proficiency Level of 3 or 4. 29% of the ELLs who attended Bronx Latin last year scored at Level 1. 66% of ELLs scored at Level 2. 4% of ELLs scored at proficiency Level 3 and no ELLs attained a Level 4. On the 8th grade NYS Social Studies exam 30% of ELLs in this grade scored at Level 1 and 70% scored at level 2. No 8th grade ELLs reached a proficiency Level of 3 or 4. No ELLs were tested in their native

language on these exams. Once again, the data reveals that ELLs are struggling with their reading and writing skills, especially when they are required to respond to informational texts. More rigorous standards require that teachers utilize active literacy teaching strategies across the content areas. ELLs need more tiered reading assignments with non-fiction texts and teachers need to utilize comprehension strategies that facilitate students' ability to determine what is important in a text, to summarize texts, and synthesize information in texts. This year curriculum maps are being revised to teach historical fiction in combination with information texts and primary sources in social studies.

On the NYS Mathematics Exam ELLs at Bronx Latin attained slightly higher outcomes when comparing the outcomes to the NYS ELA exam. On the NYS Mathematics exam 16% of ELLs earned a Level 1, 63% earned a Level 2 and 21% earned a Level 3. The data reveals that many of the Level 1 students also receive special education services. The data reveals that literacy strategies also need to be implemented in math classes. Teachers need to explicitly help students to identify key terms in math word problems, utilize word walls with visual aids explaining terms, and developing more hands-on activities to teach mathematical concepts. Last year no ELLs took the 2010 NYS Mathematics exam in their native language.

In 2010, no ELLs took Regents exams in their native language. According to the data, 72% of high school ELLs who took the Algebra Regents passed. None of the ELLs passed the Geometry Regents. 45% of ELLs who took the Living Environment Regents passed and 66% of ELLs who took the Global History Regents passed. The data shows that ELLs are struggling in higher math level classes as well as content area class such as science and history where content area vocabulary, understanding textbooks, topic studies, and synthesizing information is essential to preparing ELLs for the type of reading they will encounter on exams.

B. Data from ELLs periodic Assessments is analyzed at department meetings to assess areas in which ELLs need more support. After areas of weakness are identified, the team discusses teaching strategies that can address students needs. The team has assessed that the skill areas that need to be strengthened to help ELLs better comprehend informational texts are inferencing, comparing and contrasting, analyzing language in context, recognizing author's purpose, and understanding the main idea and details. This year teachers will target these key comprehension skills by developing reading comprehension units that are based on these skills. Teachers will increase students skills by using think aloud strategies, tiered texts, tiered questioning patterns, graphic organizers, and other strategies that teach comprehension and increase student engagement in the class.

C. The school is learning that ELLs need explicit instruction in the strategies that will assist them in becoming stronger readers and writers. ELLs must be able to identify what a text is saying and make logical inferences to determine central ideas of a text. ELLs also struggle to analyze the craft and structure of a text with regard to how words and phrases are used. The school is learning that ELLs also need to be explicitly taught how to assess point of views. Integration of knowledge and introducing ELLs to a range of reading and levels of text complexity. ELLs also need more exposure to practice writing logical essays in which they must develop and support line of argument. Lastly, ELLs need opportunities to draw evidence from informational texts to be able to conduct research based on questions which demonstrate their ability to understand the topics they are investigating.

5. N/A. The Bronx Latin School does not have a dual language program.

6. The school determines the success of the ELLs based on their ability to achieve proficiency levels on standardized exams, authentic assessments, and pass/fail rate in their classes. In addition, the school also assess the success of ELLs based on progress. Last year 72% of ELLs earned exemplary proficiency gains on the NYS ELA Exam and 60% of ELLs made exemplary proficiency gains on the NYS Mathematics Exam. Students in this category are in the 75th growth percentile or higher. In 2010 one out of eight ELLs was held over in the 6th grade. In the 7th grade one out of six ELLs was held over. In the 8th grade 100% of ELLs were promoted. This data demonstrates the progress that ELLs are experiencing in our school community.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Bronx Latin					
District:	12	DBN:	12X267	School		321200011267

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8	v	12	v
	1		5		9	v	Ungraded	v
	2		6	v	10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.4/85.1	90.7/	91.2 /
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		93.4	90.5	92.2
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	46	49	45	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	78	52	51		74.1	91.4	91.4
Grade 8	51	74	51				
Grade 9	100	77	79	Students in Temporary Housing - Total Number:			
Grade 10	33	68	49	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	30	43		6	16	10
Grade 12	0	0	32				
Ungraded	0	1	3	Recent Immigrants - Total Number:			
Total	308	351	353	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	6	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	19	36	35	Principal Suspensions	24	103	125
# in Collaborative Team Teaching (CTT) Classes	14	17	18	Superintendent Suspensions	32	23	25
Number all others	28	22	25				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	25	29	30
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	4	8
# receiving ESL services only	32	44	TBD				
# ELLs with IEPs	5	13	TBD	Number of Educational Paraprofessionals	0	0	4

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	3	47	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	24.0	17.2	23.3
				% more than 5 years teaching anywhere	16.0	20.7	23.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	56.0	52.0	60.0
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	86.4	90.9	96.0
Black or African American	27.6	25.6	25.5				
Hispanic or Latino	70.8	73.2	73.4				
Asian or Native Hawaiian/Other Pacific	1.3	1.1	0.8				
White	0.0	0.0	0.3				
Male	51.3	47.9	46.5				
Female	48.7	52.1	53.5				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White							
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	87	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	56						
<i>(Comprises 60% of the</i>							
Additional Credit:	11						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf