



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BRONX LATIN

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12x267

PRINCIPAL: LETICIA PINEIRO **EMAIL:** LPINEIRO@SCHOOLS.NYC.GOV

SUPERINTENDENT: G. BROWN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Leticia Pineiro	*Principal or Designee	
Eric Ponce	*UFT Chapter Leader or Designee	
Iris Rosso	DC 37 Representative, if applicable	
Hawa Camara	Student Representative	
Bridget Feliz	Student Representative	
Annette Fiorentino	Admin/CSA Member	
Andrea Richardson	Teacher/ UFT Member	
Danielle Fischer	Teacher/UFT Member	
John Frazier	PA President	
Nelida Diaz	Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Increase graduation rate to 80% by June 30, 2012. This would mark a 2.5% increase compared to a 77.5% graduation rate in June 2011.

Comprehensive needs assessment

- In order to reach New York State benchmark of an 80% graduation rate, Bronx Latin will increase the graduation rate by 2.5% from 2011.

Instructional strategies/activities

- The principal and students' advisors will meet with students to discuss transcripts and ensure that the students have the appropriate number of credits in the appropriate classes.
- The principal and students' advisors will work with students to ensure that their schedule will provide them with the appropriate classes needed for graduation within four years.
- Content area teachers will conduct tutoring sessions after-school and on Saturday to prepare students for regents exams.
- Teachers and administration will conduct parent outreach to ensure parent involvement in the goal of graduating in four years.
- A credit recovery program will run after-school and throughout the school year. Students who have deficiencies in certain subject areas will have the opportunity to recover credits to fulfill graduation requirements.
- Students' progress will be monitored closely during weekly team meetings, mid-marking period distribution of progress reports, and during report card distribution.

Strategies to increase parental involvement

In order to increase parent involvement to increase the graduation rate, Bronx Latin will:

- Train parents to use Datacation and distribute color-coded student trackers, which will provide parents with the information needed to effectively become involved in planning and decision making in support of the education of their children
- Schedule additional parent meetings during our weekly grade team meetings in order to foster a more effective partnership to ensure that parents can effectively support and monitor their child's progress

- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- Provide school planners/folders for regular written communication between the teacher and the parents or guardians

Strategies for attracting Highly Qualified Teachers (HQT)

- Bronx Latin works closely with their PSO (New Visions) to advertise throughout the country to fill vacant teaching positions. The recruiter at New Visions as well as the assistant principal and teachers attend job fairs that are organized through the DOE and New Visions. All candidates are asked to present a demo lesson and are interviewed by several members of the school community.
- Each year, leadership positions within the school community are available to highly qualified teachers. Bronx Latin is structured in grade teams and meetings are conducted weekly within each grade team. The team leaders are responsible for facilitating the weekly meetings, creating schedules, communicating with the administration, and working collaboratively with colleagues in various capacities.
- Bronx Latin conducts a minimum of 20 hours of professional development for tenured and non-tenured teachers. In 2011-2012, Bronx Latin will hold a minimum of 8-10 hours of professional development on the CCLS standards in both writing and mathematics with an emphasis on the citywide focus of argumentative writing and modeling in mathematics. Teachers will create instructional units that culminate in the creation of an argumentative writing piece while math teachers create instructional units that culminate in the completion of a math performance task. During the professional development, teachers will work on differentiation strategies and learn how to scaffold for struggling students so that all students' needs are met.
- Teachers will develop a Personal Professional Development Plan (PPDP) where they will identify areas in need of improvement. Teachers will meet weekly in grade team meetings and participate in lesson studies. During these lesson studies, teachers will present lessons and receive feedback from their colleagues as well as an administrator, based on the goals of their PPDP.
- Teachers will be asked to make four intervisitations each year. During the intervisitation, teachers will observe teachers' actions and student outcomes, which will be recorded. Teachers will conference with the teacher they observed and provide warm and cool feedback. The PPDP plans, lesson studies, and intervisitations are collected, reviewed, and archived by the principal.

Service and program coordination

- Bronx Latin students are scheduled for advisory class each day for 30 minutes. Teachers, guidance counselors, and the assistant principal function as advisors. Advisors, the family worker, and the administration work as liaisons between the school community and the students' families. The Respect for All campaign is covered in advisory class. In addition, guidance counselors meet with students who are in temporary housing.

Budget and resources alignment

Teacher training sessions will be paid for through Title I and other funding sources allocated in the school's DOE budget. The high school inquiry team members will be paid from the dedicated inquiry team line in the DOE budget. The school's data specialist and math coach will lead some of the PD sessions and will be paid through the dedicated line for data specialists in the DOE budget. The high school ESL teacher will be paid for her PD sessions through Title III funds.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Increase percentage of proficiency on the New York State ELA exam in Grades 6-8 to 37.5% by June 2012. This would mark a 5% increase in proficiency compared to 32.5% proficiency rate in 2010-2011.

Comprehensive needs assessment

- In an effort to close the achievement gap, Bronx Latin will raise proficiency rates in ELA. Based on our progress report, Bronx Latin received a B rating in the area of Student Performance scoring 12.4 out of 25 points. Student Performance is a measure of student results on the state exams in ELA and Math.

Instructional strategies/activities

- Teachers will be trained and will utilize Achieve 3000, which is a system that will assess the student's reading level and provide non-fiction materials based on the child's reading level. This system will be used specifically with the Special Education students and English Language Learners. It will enable the teachers to differentiate in the classroom with the use of technology. Teachers will be able to meet each student's needs at their level.
- Teachers will conduct tutoring before-school, after-school, and on Saturdays to increase their reading levels so they can be successful on the New York State ELA exam.
- ELA Teachers will increase the amount of non-fiction materials used in the classroom, by 40%.
- Teachers will administer three complete New York State ELA exam simulations.
- Teachers will collect, analyze, and utilize data to target instruction to meet learning needs of students.
- Teachers will meet with the Data Specialist on a monthly basis to guide data analysis and co-construct instructional plans.

Strategies to increase parental involvement

In order to increase proficiency rates on the ELA exam, Bronx Latin will increase parent involvement by:

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related
- Arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting
- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend)
- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community
- Supporting parental involvement activities as requested by parents
- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member

Strategies for attracting Highly Qualified Teachers (HQT)

- Highly qualified teachers are offered leadership positions at Bronx Latin. Each grade team is assigned a leader and this leader is responsible for facilitating the weekly meetings, creating schedules, communicating with the administration, and working collaboratively with colleagues in various capacities.
- In 2011-2012, Bronx Latin will conduct professional development in several areas of need. One series of PD all teachers will participate in will be on the CCLS standards in both writing and mathematics with an emphasis on the citywide focus of argumentative writing and modeling in mathematics. Teachers will create instructional units that culminate in the creation of an argumentative writing piece while math teachers create instructional units that culminate in the completion of a math performance task. During the professional development teachers will work on differentiation strategies and learn how to scaffold for struggling students so that all students' needs are met.
- Teachers will develop a Personal Professional Development Plan (PPDP) where they will identify areas in need of improvement. Teachers will meet weekly in grade team meetings and participate in lesson studies. During these lesson studies, teachers will present lessons and receive feedback from their colleagues as well as an administrator, based on the goals of their PPDP. Teachers will be asked to make four

intervisitations each year. During the intervisitation, teachers will observe teachers' actions and student outcomes, which will be recorded. Teachers will conference with the teacher they observed and provide warm and cool feedback. The PPDP plans, lesson studies, and intervisitations are collected, reviewed, and archived by the principal.

- ESL teachers and Special Education teachers will receive 6 hours of professional development on the Achieve 3000 system, which is a web-based program that will differentiate reading and writing for both special education students and ESL students.

Service and program coordination

- Teachers, guidance counselors, and the assistant principal function as advisors. Advisors and the family worker work as liaisons between the school community and the students' families. The Respect for All campaign is reviewed in advisory class. In addition, guidance counselors meet with students who are in temporary housing to conduct periodic check-ins.

Budget and resources alignment

Teacher training sessions will be paid for through Title I and other funding sources allocated in the school's DOE budget. The middle school ESL teacher will be paid for her PD sessions through Title III funds. Achieve 3000 and the professional development associated with Achieve 3000 will be paid for through Title I funding.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Teachers will attend professional development sessions on argumentative writing and modeling in mathematics throughout the year. Teachers will align their curriculum maps to the CCLS.

Comprehensive needs assessment

- In order to prepare for the upcoming changes in the instructional standards that will improve the career and college readiness of students, Bronx Latin will begin to align curriculum maps with the citywide focus of argumentative writing and modeling in mathematics.

Instructional strategies/activities

- Teachers will be required to develop a Personal Professional Development Plans (PDP) with the citywide instructional focus in argumentative writing and modeling in mathematics.
- Teachers will participate in lesson studies at grade team meetings where a minimum of 1 out of 2 lesson studies that are presented should be aligned to the citywide instructional focus.
- Teachers will complete 8-10 hours of professional development on argumentative writing.
- Teachers will complete 8-10 hours of professional development on modeling in mathematics.
- Teachers are required to present student samples of argumentative writing as well as samples of math performance tasks in their professional development sessions. A protocol will be used to get teachers to critically reflect on the quality of tasks and the means of implementation.
- Teaching units will be collected from each teacher.

Strategies to increase parental involvement

In order to implement the city-wide focus of the Common Core State Learning Standards, Bronx Latin will increase parent involvement by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend)

- Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community

Strategies for attracting Highly Qualified Teachers (HQT)

- Bronx Latin conducts a minimum of 20 hours of professional development for tenured and non-tenured teachers. In 2011-2012, all teachers will participate in either 8-10 hours of PD on the CCLS standards in argumentative writing or modeling in mathematics. Teachers will create instructional units that culminate in the creation of an argumentative writing piece while math teachers will create instructional units that culminate in the completion of a math performance task. During the professional development teachers will work on differentiation strategies and learn how to scaffold for struggling students so that all students' needs are met.
- ESL and Special Education teachers will participate in 6 hours of PD on Achieve 3000 that will be conducted by the company who created and sells the program.
- Teachers will develop a Personal Professional Development Plan (PPDP) where they will identify areas in need of improvement. Teachers will meet weekly in grade team meetings and participate in lesson studies. During these lesson studies, teachers will present lessons and receive feedback from their colleagues as well as an administrator, based on the goals of their PPDP. Teachers will be asked to make four intervisitations each year. During the intervisitation, teachers will observe teachers' actions and student outcomes, which will be recorded. Teachers will conference with the teacher they observed and provide warm and cool feedback. The PPDP plans, lesson studies, and intervisitations are collected, reviewed, and archived by the principal.

Service and program coordination

- Advisors present lessons that address concerns that are highlighted in the Respect for All campaign. Students engage in discussion are the topics of bullying and discrimination within the school community. Advisors, the family worker, and the administration all conduct parent outreach.

Budget and resources alignment

Professional development sessions will be paid for through Title I and other funding sources allocated in the school's DOE budget. The High School inquiry team members will be paid from the dedicated inquiry team line in the DOE budget. The school's data specialist and math coach will lead some of the PD sessions and will be paid through the dedicated line for data specialists in the DOE budget. The high school and middle school ESL teachers will be paid for their PD sessions through Title III funds.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Increase scale scores of special education students on the New York State Math exam in grades 6-8 by an average of 10 points per student, by June 2012. This would mark a 75% increase from 2010-2011 where students averaged a 5.7 point increase per student.

Comprehensive needs assessment

- On the middle school Progress Report, Bronx Latin scored a B in the area of Student Performance. In order to improve Student Performance, which measures students' results on the 2011 state tests in English and Math, our goal is to target math instruction and increase the scale scores of the special education students in the middle school.

Instructional strategies/activities

- Teachers will use materials that will help them to back-fill basic skills that students need to access in order to complete grade-level math work.
- Teachers will conduct tutoring before-school, after-school, and on Saturdays to improve math skills so students can be successful on the New York State Math exam.
- Teachers will administer three complete New York State Math exam simulations.
- Teachers will collect, analyze, and utilize data to target instruction to meet learning needs of students.
- Teachers will meet with the Data Specialist on a monthly basis to guide data analysis and co-construct instructional plans.

Strategies to increase parental involvement

In order to increase proficiency rates on the New York State Math exam, Bronx Latin will increase parent involvement by:

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related
- Arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting
- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians

- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend)
- Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community
- Supporting parental involvement activities as requested by parents
- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member

Strategies for attracting Highly Qualified Teachers (HQT)

- Bronx Latin participates in various DOE sponsored job fairs as well as job fairs conducted by our PSO (New Visions). In addition, Bronx Latin works collaboratively with a New Visions recruiter to screen highly qualified candidates throughout the country to fill positions with the most effective teachers.
- Bronx Latin conducts a minimum of 20 hours of professional development for tenured and non-tenured teachers. In 2010-2011, Bronx Latin will hold a minimum of 8-10 hours of professional development on the CCLS standards in both writing and mathematics with an emphasis on the citywide focus of argumentative writing and modeling in mathematics. Teachers will create instructional units that culminate in the creation of an argumentative writing piece while math teachers create instructional units that culminate in the completion of a math performance task. During the professional development teachers will work on differentiation strategies and learn how to scaffold for struggling students so that all students' needs are met.
- Teachers will develop a Personal Professional Development Plan (PPDP) where they will identify areas in need of improvement. Teachers will meet weekly in grade team meetings and participate in lesson studies. During these lesson studies, teachers will present lessons and receive feedback from their colleagues as well as an administrator, based on the goals of their PPDP. Teachers will be asked to make four intervisitations each year. During the intervisitation, teachers will observe teachers' actions and student outcomes, which will be recorded. Teachers will conference with the teacher they observed and provide warm and cool feedback. The PPDP plans, lesson studies, and intervisitations are collected, reviewed, and archived by the principal.

Service and program coordination

- The Respect for All campaign that combats discrimination and bullying is a vital piece of our advisory program at Bronx Latin. Advisors act as liaisons with parents and the school community. Students who are in temporary housing have monthly check-ins with the guidance counselors as well as the family worker.

Budget and resources alignment

Professional development will be paid for through Title I funding. The school's data specialist and math coach will lead some of the PD sessions and will be paid through the dedicated line for data specialists in the DOE budget.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- To increase parent involvement in academic achievement in order to provide a support network for students.

Comprehensive needs assessment

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families.

Instructional strategies/activities

- Parents will be able to track student progress with the use of student trackers, as well as Datacation, a web-based program that tracks students' grades as well as attendance and standardized exam scores.
- Parents will be able to use data, through Datacation, and communicate high expectations and support the growth of their children.
- Parents will be able to communicate with students' advisors, who act as liaisons between the school and parents.

Strategies to increase parental involvement

In order to increase parent involvement:

- Schedule additional parent meetings during our weekly grade team meetings in order to foster a more effective partnership to ensure that parents can effectively support and monitor their child's progress
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- Provide school planners/folders for regular written communication between the teacher and the parents or guardians
- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member

Strategies for attracting Highly Qualified Teachers (HQT)

- The data specialist will conduct professional development sessions throughout the year for teachers as well as meet with teachers on an as-needed basis to train teachers on the Datacation system. This system interfaces with ATS and HSST to provide relevant information about students such as attendance, regents scores, New York State ELA and Math scores as well as current grades in all classes. Teachers will learn how to run reports, analyze data, and track student progress through the Datacation system. Advisory teachers will then train parents and teachers to access the system. An increase of parent involvement in the education of their children will in turn support teachers' work in the classroom.

Service and program coordination

- All advisors at Bronx Latin act as liaisons with parents and update them on school events, trips, academic achievement, attendance, as well as any behavioral concerns. Advisors are responsible for scheduling meetings with parents during weekly grade team meetings.

Budget and resources alignment

Datacation is paid for by our PSO (New Visions). Teachers' per session for professional development is paid for through Title I funding.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	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	49	38			10			2
7	36	26			10			
8	43	33			12			1
9	79	61	61		12			
10	29	22	22	20	10			1
11	17	14	14	25	10			1
12	0	0	0	4	5			

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>In addition to their regular ELA classes, approximately 40 hours of extra ELA instruction is offered from December 2011 to April 2012 to middle school students who are ELLs or who scored a Level 1 or Level 2 on the 2011 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 2011 – January 2012. Tutoring groups range in size from 8 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>In addition to their regular mathematics classes, approximately 40 hours of extra mathematics instruction is offered from December 2011 to April 2012 to middle school students who scored a Level 1 or Level 2 on the 2011 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 2012. 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 2011 to January 2012 for students who need to retake Regents Exams in January.</p>
Science	<p>In addition to their regular science classes, 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 or Earth Science 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</p>

	a week from October 2011 to January 2012 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	In addition to their regular social studies classes, 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 2011 to January 2012 for students who need to retake Regents Exams in January.
At-risk Services provided by the Guidance Counselor	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	The SBST psychologist sees students on an as needs basis.
At-risk Services provided by the Social Worker	The SBST school social worker sees students on an as needs basis.
At-risk Health-related Services	The hearing teacher pushes in with the one hearing impaired student 3 times per week. Wheelchair bound students receive counseling, and physical therapy.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Deborah Maldonado/B. Gambino	District 12	Borough Bronx	School Number 267
School Name Bronx Latin			

B. Language Allocation Policy Team Composition [?](#)

Principal Leticia Pineiro	Assistant Principal Annette Fiorentino
Coach Jeremy Greenfield	Coach type here
ESL Teacher Anna Lepore 6-8 ESL	Guidance Counselor Stephanie Massiah/guidance
Teacher/Subject Area Janise Rivera-Manzanet/ELA	Parent John Frazier
Teacher/Subject Area Megan Carey/9-12 ESL	Parent Coordinator N/A
Related Service Provider Cynthia Klebon/Guidance	Other
Network Leader Barbara Gambino	Other

C. 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	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	356	Total Number of ELLs	50	ELLs as share of total student population (%)	14.04%
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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

1A. a. The Home Language Survey is administered by the pupil accounting secretary and the ESL Teachers. The results of the survey are entered into ATS. Therefore, a translator is present during the intake process.

b. The HLIS is given to the parents to be completed during the intake. The information is put into ATS immediately.

c. The ESL teacher conducts an informal interview and gives a diagnostic to the student to assess the level of English acquisition.

d. The ESL teacher administers the LAB R if HLIS deems that language spoken is other than English.

e. The Parent/Guardian Handbook is provided in translated form during the intake process. The handbook contains information regarding:

-Schedule

-Staff information

-Major Department of Education regulations

-Academic Intervention Services provided in school

-Forms for medical insurance, local clinics, etc. are also provided

f. During the intake process, the parent meets with the ESL providers and LAB-R exams are explained to parents and administered within the first ten days of enrollment.

g. Currently, the school is utilizing the Achieve 3000 reading diagnostic. In addition, the ESL Teachers, Anna Lepore and Sara Choate, administer a speaking diagnostic similar to the NYSESLAT.

d. Every year the ESL teachers administer the NYSESLAT to ELLs who have been receiving ESL services. When the NYSESLAT 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.

1B. The languages spoken by the intake providers, Anna Lepore and Sara Choate, are English, Italian, Spanish and French. They are both certified TESOL Teachers.

1C. The steps taken to ensure that all eligible ELLs receive the NYSESLAT annually are:

-ATS Reports: RELC, RBEX and RYOS

-The principal and the ESL Teacher, Anna Lepore, co-construct a schedule for ensuring that all four components are administered

2. a. During the intake process, parents are informed that the school only provides ELLs with a Freestanding ESL program. The NYC Department of Education is informed if parents want a Transitional Bilingual Education or Dual Language program.

b. 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. The ESL Providers, Anna Lepore and Sara Choate, mail home NYSESLAT results and letter in English and native language explaining the Freestanding ESL Program of the school. Letters are also backpacked. The ESL providers collect signed letters and maintain them in students' files.

4. o For new ESL students attending Bronx Latin, the ESL Providers mail home and backpack placement letters that explain ESL program and academic intervention services for ELLs.

For returning ESL students, the NYSESLAT scores are mailed home and parents are informed if ESL services are to be continued. 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. LAB R results determine whether student should be placed in the ESL program.

o Bronx Latin students are also offered Extension of Services if students have not tested out in three years.

We cannot honor parent choices for Dual Language or Transitional Bilingual Education programs. The principal refers them to the NYC Department of Education Enrollment. As stated above, during intake, the ESL program offered at Bronx Latin is described and a translator is provided on a needs basis.

5. The NYC Department of Education usually consults with parents before placing students at Bronx Latin. At enrollment, parents are informed that the school only has a Freestanding ESL program. Therefore, a very small percentage of parents (3%) request a Dual Language or Transitional Bilingual Education program at the time of intake. As stated before, these parents are sent back to enrollment to be placed in a program of their choice. In addition, the NYC Middle School Directory and the NYC High School Directory indicate that Bronx Latin only offers a Freestanding ESL program.

6. a. The program offered at Bronx Latin is a Freestanding ESL Program. It is aligned to parents who apply through the middle school and high school choice process. These parents are seeking an English only program that offers support during classroom instruction as well as periods during the week when students are pulled out for ESL classes.

Part III: ELL Demographics

A. ELL Programs

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

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	15
SIFE	1	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	31

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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0
ESL	10	1	0	9	0	1	31	0	14	50	
Total	10	1	0	9	0	1	31	0	14	50	

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	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
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	0	0	0	0	0
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

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
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	0	0	0	0	0	0	0	0
TOTAL	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 L	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
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																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

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	8	6	5	17	7	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	1	0	1	1	0	0	3
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
Other	0	0	0	0	0	0	1	0	0	0	0	0	0	1
TOTAL	0	0	0	0	0	0	9	7	5	18	8	3	0	50

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 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.

A. Programming and Scheduling Information

- 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, 240 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 Learning 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. Finally, materials such as bilingual content glossaries, translated word walls, native language dictionaries, and technology programs (Achieve 3000 offers native language support to enhance reading and writing skills in the second language) are utilized to increase ELL outcomes.
4. During the intake process, students' native language is evaluated. In the High School, Spanish teachers give native language students diagnostics to determine the level of Spanish proficiency and eligibility for the Regents or LOTE.
5. a. In order to make sure that the SIFE student's needs are met, the ESL teacher, Anna Lepore, has been tutoring her after school to target basic English acquisition skills such as phonics, the alphabet, sight words, etc.
- Some of the strategies used by the ESL teacher are:
- Differentiating and translating content
 - using tier graphic organizers and assignments
 - utilizing Bloom's Taxonomy to level questions
 - providing student with a 'reading buddy' who is fluent in her native language
 - utilizing of Rosetta Stone and Achieve 3000 for English language acquisition
- b. In the middle school newcomers receive 10 periods per week of ELA instruction, totaling 400 minutes of ELA instruction per week. The ESL teachers pushes in for six of the ten periods of the week, totaling 240 minutes of ESL instruction within the ELA classroom. In addition, the ESL teacher pulls her ELLs out for three periods a week, totaling 120 minutes. The combination of push-in and pull-out, therefore, adds up to 360 minutes. 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 3. Moreover, 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 during our summer school.

A. Programming and Scheduling Information

c. ELLs who are in the 4-6 years category are placed in different classes, which are paced more quickly and in which the depth of learning is greater. The point of entry model is utilized in the school to meet students where their level of language proficiency is. Differentiation techniques listed above are implemented throughout the curriculum to augment all students' outcomes.

d. The plan for long term ELLs is as follows:

- after school tutoring for test preparation for NYS Grades 3-8 ELA and Mathematics exams, NYSESLAT, and Regents Exams
- Saturday classes to improve reading comprehension skills, writing skills and math skills
- Targeted differentiation instruction aimed at substituting language support normally provided during ESL instruction.

6. 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). In order to ensure that all students that are both ELLs and SWDs, the ESL teachers, the principal and the Special Education team meet at the start and throughout the school year to schedule times and devise a plan when the ELLs-SWDs within the community are offered the services as per their IEP mandates. The ESL teachers schedule push-in times and pull-out periods to target these students and, through the use of technology, such as Achieve 3000, implement differentiation strategies that target each student's needs. Due to the lack of a Transitional Bilingual Education program at Bronx Latin, students whose mandates state they should be in this program are referred to the NYC Department of Education Enrollment to assist them in finding a placement.

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	Dual Language		
75%			
50%			
25%			
0%			
100%	Freestanding ESL		
75%			
50%			
25%			
0%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials;

B. Programming and Scheduling Information--Continued

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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

8. 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.
9. ELLs who have reached proficiency on the NYSESLAT still get serviced when the ESL teachers push in to their content area classes to assist other ELLs within the class. Test accommodations for former ELLs are as follows:
 - extended time
 - separate location
 - questions read out loud when applicable
 - listening passages are read three timesNote: the test accommodations mentioned above are only applicable to former ELLs for two years after they have reached proficiency on the NYSESLAT.
10. 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.
11. At this time, The Bronx Latin School is not discontinuing any programs or services for ELLs.
12. a. ELLs are invited to participate to all curricular and extracurricular programs. For example, Bronx Latin offers 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. ELLs are invited via letters that are translated and backpacked home, followed by parent outreach by the ESL teacher or content area teacher to provide parents further explanation of program. All ELLs are also invited to participate in clubs and teams after school such as sports, robotics, student council/community service, and Amnesty International.
 - b. The Tutoring programs mentioned above are supported by Title III funding. After school tutoring takes place twice a week, on Tuesdays and Thursdays, from 2:50 pm to 3:50 pm. Before school, tutoring takes place from 8:16 am to 8:55 am, Monday through Thursday in the middle school. In the high school, morning tutoring takes place from 8:00 am to 8:45 am, Mondays and Wednesdays. Saturday Academy takes place from 9:00 am to 1 pm from February to May.
13. a. The following instructional materials are used to support ELLs:
 - High School
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- c. NYSESLAT Preparation Books

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. 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 Language Program.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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 and ESL teachers will receive professional development in these areas during the 2011-2012 school year.

The following staff members received professional development during the 2010-2011 school year:

- a. Assistant Principal
- b. Subject area teachers
- c. paraprofessionals
- d. ESL teachers
- e. guidance counselors
- f. special education teachers
- g. psychologists
- h. occupational/physical therapist
- i. speech therapist
- j. secretaries

Professional Development dates for current year are as follows:

August 30-31, September 27, October 4, October 18, December 4, 2011, January 10, 2012.

- 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 Learning Standards
 - a. Teachers develop a deeper understanding of the CCLS
 - b. Teachers examine the developmental progression of the CCLS for literacy and understand the respective demands for both teachers and students
 - c. Teachers identify the implications of the CCLS to instruction and assessment
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2. Staff received 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. The guidance counselor received additional professional development in which she learned how to assist transitioning ELLs. Some skills she acquired included how to ensure that ELLs are at ease with this change through open conversation, what strategies and or steps they can use to facilitate this change, and by working on developing an environment conducive to students' success.

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 2011-2012 school year. The professional development will focus on how to implement an Argumentative Writing Task into all subjects, including ESL classes, as mandated by the NYC Department of Education's goal and expectations for 2011-2012 school year. Some of the activities that were targeted were:

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
Paste response to questions 1-3 here			
1. Differentiation strategies and the implementation of the standards specified in the new Common Core State Standards (CCSS) is the school-wide professional development focus. All areas during the 2011-2012 school year	TBE		
	Dual Language		
The following staff members received professional development during the 2011-2012 school year:			
a. Assistant Principal	Dual Language		
b. Subject area teachers	Dual Language		
c. paraprofessionals	Dual Language		
d. ESL teachers	Dual Language		
	Freestanding ESL		
e. guidance counselors	Freestanding ESL		
f. special education teachers	Freestanding ESL		
g. psychologists	Freestanding ESL		
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TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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 - how to write an argument

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. A translator is made available if need be, whether it is the ESL Teacher or other members of the school community who are fluent in parents' and students' native languages.
2. At this time the Bronx Latin School is not partner with a Community Based Organization. Parent workshops are conducted by our network 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".
3. Parents' needs are evaluated when parent outreach is conducted through phone calls and home visits. 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. Since Bronx Latin does not have a Parent Coordinator, staff members who can translate are usually given the task of reaching out to parents and translating relevant information.
4. 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. During these workshops, the ESL Teachers, Anna Lepore and Sara Choate, are present in addition to other staff members who can communicate to parents and students in their native language. The information presented is always translated.

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

8. 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.

9. ELLs who have reached proficiency on the NYSESLAT still get serviced when the ESL teachers push in to their content area classes to assist other ELLs within the class. Test accommodations for former ELLs are as follows:

- extended time
- separate location
- questions read out loud when applicable
- listening passages are read three times

Note: the test accommodations mentioned above are only applicable to former ELLs for two years after they have reached proficiency on the NYSESLAT.

10. 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.

11. At this time, The Bronx Latin School is not discontinuing any programs or services for ELLs.

12. a. ELLs are invited to participate to all curricular and extracurricular programs. For example, Bronx Latin offers 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. ELLs are invited via letters that are translated and backpacked home, followed by parent outreach by the ESL teacher or content area teacher to provide parents further explanation of program. All ELLs are also invited to participate in clubs and teams after school such as sports, robotics, student council/community service, and Amnesty International.

b. The Tutoring programs mentioned above are supported by Title III funding. After school tutoring takes place twice a week, on Tuesdays and Thursdays, from 2:50 pm to 3:50 pm. Before school, tutoring takes place from 8:16 am to 8:55 am, Monday through Thursday in the middle school. In the high school, morning tutoring takes place from 8:00 am to 8:45 am, Mondays and Wednesdays. Saturday Academy takes place from 9:00 am to 1 pm from February to May.

13. a. The following instructional materials are used to support ELLs:

High School

- a. Prentice Hall Regents Preparation Books
- b. Coach Regents Preparation Books
- c. NYSESLAT Preparation Books

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.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. 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 Language 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 and ESL teachers will receive professional development in these areas during the 2011-2012 school year.

The following staff members received professional development during the 2010-2011 school year:

- a. Assistant Principal
- b. Subject area teachers
- c. paraprofessionals
- d. ESL teachers
- e. guidance counselors
- f. special education teachers
- g. psychologists
- h. occupational/physical therapist
- i. speech therapist
- j. secretaries

Professional Development dates for current year are as follows:

August 30-31, September 27, October 4, October 18, December 4, 2011, January 10, 2012.

- 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

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 - i. Flexible grouping
 - j. Anchor activities
- o. Common Core Learning Standards
 - a. Teachers develop a deeper understanding of the CCLS
 - b. Teachers examine the developmental progression of the CCLS for literacy and understand the respective demands for both teachers and students
 - c. Teachers identify the implications of the CCLS to instruction and assessment
 - d. Teachers begin to align their curriculum maps and assessments with the new standards

2. Staff received 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. The guidance counselor received additional professional development in which she learned how to assist transitioning ELLs. Some skills she acquired included how to ensure that ELLs are at ease with this change through open conversation, what strategies and or steps they can use to facilitate this change, and by working on developing an environment conducive to students' success.

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 2011-2012 school year. The professional development will focus on how to implement an Argumentative Writing Task into all subjects, including ESL classes, as mandated by the NYC Department of Education's goal and expectations for 2011-2012 school year. Some of the activities that were targeted were:

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-how to write an argument

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. A translator is made available if need be, whether it is the ESL Teacher or other members of the school community who are fluent in parents' and students' native languages.
2. At this time the Bronx Latin School is not partner with a Community Based Organization. Parent workshops are conducted by our network 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".
3. Parents' needs are evaluated when parent outreach is conducted through phone calls and home visits. 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. Since Bronx Latin does not have a Parent Coordinator, staff members who can translate are usually given the task of reaching out to parents and translating relevant information.
4. 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. During these workshops, the ESL Teachers, Anna Lepore and Sara Choate, are present in addition to other staff members who can communicate to parents and students in their native language. The information presented is always translated.

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	1	1	1	2	0	0	0	5
Intermediate(I)	0	0	0	0	0	0	2	3	2	9	5	0	0	21
Advanced (A)	0	0	0	0	0	0	6	3	2	7	3	3	0	24
Total	0	0	0	0	0	0	9	7	5	18	8	3	0	50

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	0	0	0	1	1	0	0	0
	I	0	0	0	0	0	0	0	0	0	3	0	0	0
	A	0	0	0	0	0	0	7	3	2	6	3	0	0
	P	0	0	0	0	0	0	2	4	2	8	4	3	0
READING/ WRITING	B	0	0	0	0	0	0	1	1	1	2	0	0	0
	I	0	0	0	0	0	0	2	3	2	8	4	0	0
	A	0	0	0	0	0	0	0	2	1	3	1	3	0
	P	0	0	0	0	0	0	6	1	1	5	2	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	2	6	1	0	9
7	4	2	1	0	7
8	1	3	0	0	4
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	2	0	5	0	1	0	1	0	9
7	1	0	6	0	0	0	0	0	7
8	0	1	3	0	1	0	0	0	5
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	1	0	1	0	0	0	0	0	2
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	3	0	3	0
Integrated Algebra	15	0	8	0
Geometry	5	0	4	0
Algebra 2/Trigonometry	2	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	4	0	0	0
Earth Science	4	0	3	0
Living Environment	16	0	8	0
Physics	0	0	0	0
Global History and Geography	6	0	5	0
US History and Government	3	0	2	0
Foreign Language	3	0	2	0
Other RCT Reading	6	0	1	0
Other RCT Math	6	0	2	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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here *ste response to questions 1-6 here*

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.

Part VI: LAP Assurances

School Name: Bronx Latin

School DBN: 267

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **12x267** School Name: **Bronx Latin**

Cluster: Network: **New Visions**

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 teachers. Letters will be given to the Spanish or ESL teachers 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 2011, Advisors called parents and notified them of their right to translation services. Additionally, the ESL teachers sent home letters to the families of ELLs at Bronx Latin and notified them of the availability of translation services in our school.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Bronx Latin	DBN: 12x267
Cluster Leader: Deborah Maldonado	Network Leader: Barbara Gambino
This school is (check one): <input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> *Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 50 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input type="checkbox"/> *9 <input type="checkbox"/> *10 <input type="checkbox"/> *11 <input type="checkbox"/> *12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 24

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Two ESL teachers, Ms. Carey and Ms. Lepore, will work with middle school and high school ELL students using Achieve 3000 to supplement instruction. Achieve 3000, which is an online research-based program assesses students' reading level and provides differentiated language arts instruction based on each student's Lexile level. The use of Achieve 3000 will increase the amount of non-fiction reading material available to students. Students will use the program three periods a week for 45 minutes per period. Students and teachers will have access to laptop computers which have internet connection. Instruction will be provided in English.

Part C: Professional Development

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

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

Begin description here: In the 2011-2012 school year, all content area teachers at Bronx Latin will participate in a minimum of 8-10 hours of professional development in the Common Core State Learning Standards (CCLS) in the areas of argumentative writing and modeling in mathematics which is the current city-wide focus. Teachers will meet in weekly grade team meetings and align their curriculum maps to the CCLS. Professional development in argumentative writing will be conducted by the principal, Leticia Pineiro. Professional development in modeling in mathematics will be conducted by the assistant principal, Annette Fiorentino.

Part D: Parental Engagement Activities

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

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

Begin description here:

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance

Part D: Parental Engagement Activities

with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children.

1. All parents are invited to participate in the parent association. Parents who are members of the PA 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 school activities such as trips, workshops, performances, and conferences. Communication with parents via letters or phone calls are communicated in the parents' native language. Parent outreach is conducted by teachers, the administration, and the family worker.
2. 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 are notified by letters home in both Spanish and English as well as phone calls made by teachers, the administration, and the family worker.
3. Parents needs are evaluated when parent outreach is conducted through phone calls and home visits. 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.
4. 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.

Part E: Budget

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

Allocation Amount: \$23075

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	9750	<u>Ms. Anna Lepore and Ms. Megan Carey the middle school and high school ESL teachers at Bronx Latin, will provide after school tutoring and Saturday Academy classes for ESL students. These services will be provided from December 2011 through May</u>

Part E: Budget

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

Allocation Amount: \$23075

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>2012.</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>2250</u>	<u>Throughout the school year Ms. Lepore, Ms. Carey, and other teachers who work with ESL students will attend PD sessions offered by Universities and the NYC DOE.</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>0</u>	<u>N/A</u>
Educational Software (Object Code 199)	<u>11,075</u>	<u>Achieve 3000 licenses will be purchased for all ESL students. Achieve 3000 will be used before school, after school, and during school. </u>
Travel		<u>N/A</u>
Other	<u>1500</u>	<u>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.</u>
TOTAL	<u>23,075</u>	

