



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BRONX LATIN

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

PRINCIPAL: ANNETTE FIORENTINO

EMAIL: AFIorentino2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELAINE LINDSEY

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
Annette Fiorentino	*Principal	
Eric Ponce	*UFT Chapter Leader	
Nelida Diaz	*PA President	
Iris Rosso	DC 37 Representative	
Samuel Mejia	Student Representative	
Aicha Fofana	Student Representative	
Fenice Heyward	SLT Member	
Sonia Alместica	SLT Member	
Sandra Mena	SLT Member	
Akouvi Dzameshie	SLT Member	
John Frazier	SLT Member	
Antoinetter Johnson	SLT Member	
Sunilda Hernandez	SLT Member	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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 teacher effectiveness by refining the Professional Development System to support new and veteran teachers by increasing the cycles of formal observations and mini-observations (minimum of 6) to support all teachers in improving their instructional practice aligned to the Danielson Rubric.

Comprehensive needs assessment

- In order to continue aligning and changing our curricula to integrate the CCLS, Bronx Latin teachers will need to adjust what and how they have been teaching to better align to the new, more rigorous standards and curricula by self-assessing and their lessons utilizing the Danielson Rubric.

Instructional strategies/activities

- a) Teachers will be required to develop a Personal Professional Development Plan (PDP) and align their instructional focus to argumentative writing, informational texts, and modeling in mathematics through implementation of performance tasks. PDPs will also have teachers focus on one Danielson competency in which they want to improve over the year. Teachers will create a PDP in September, and then update them in January and June to reflect on their progress towards their goals.
- b) All teachers will undergo a cycle of mini-observations using an online observation tracker covering five Danielson competencies: 1E (Designing Coherent Instruction), 3B (Questioning and Discussion Techniques), 3D (using Assessment in Instruction), 2B (Establishing a Culture for Learning), and 2D (managing Student Behavior). Teachers will be observed by the principal (1E, 2B, 2D, 3B 3D), teacher leaders (1E, 3B, 3D) and the guidance counselor (2B, 2D). Teachers will receive feedback through email and post conferences based on the Danielson rubric.
- c) Teachers will participate in a minimum of 2 lesson studies that are aligned to the citywide instructional focus including argumentative writing, informational texts, and mathematics performance tasks and formative assessment lessons.
- d) Teachers will conduct 2-3 Socratics Seminars, a text-based discussion that is student led, in the classroom with a focus on Danielson 3B (Questioning and Discussion Techniques)
- e) Teachers will conduct 3 test simulations throughout the year in Math, ELA, and high school Regents courses, and use that data from the simulations to evaluate whether the lessons and activities in their classrooms have prepared students for the test, and adjust future lessons accordingly based on the data
- f) New teachers will undergo additional Professional Development before the school year starts, and during the school year to introduce them to the expectations of Bronx Latin including Socratic Seminars, establishing the schools culture, and developing CCLS aligned writing and mathematics units within their curriculum.
- g) Teachers will begin to start using Google Apps for Education, giving teachers effective ways to communicate with staff, students, and parents through the use of the Google Drive, Google Drive, and Google Calendar. This will help teachers to upload their own resources and create a shared space where teachers can look at other lessons and units being taught in the school as a guide for how to create their own. All teachers will have access to the shared space in an effort for a more streamlined communication and curriculum.
- h) Bronx Latin Algebra teachers (8th and 9th grade) will participate in the Accessing Algebra through Inquiry (a2i) project through New Visions, teaching students algebra through the use of more in depth, common core aligned units, initial and final performance tasks at the beginning and end of each unit, and through Formative Assessment Lessons (FALs) assist students in become better problem solvers and critical thinkers.
- i) By June 2013, cycles of teacher evaluations (minimum of 6 mini-observations) will be completed and recorded on an Observation Tracker stored on the Bronx Latin Google Drive.

Strategies to increase parental involvement

In order to understand the changes as we move into Common Core State Learning Standards, Bronx Latin will increase parental involvement by:

- Parents will be able to contact teachers and discuss the current curriculum as we implement the CCLS through the creation of a new website, www.bronxlatin.com, and through Skedula.
- 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 opportunities for the parents to meet with teachers about the learning going on in the classroom.
- Sharing and communicating best practices for effective communication, collaboration with all members of the school community.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy x Title I _____ Title IIA x Title III x Grants _____ Other

If other is selected describe here:

Professional development sessions will be paid for through Title 1 and other funding sources allocated through the school's DOE budget. The High School inquiry team members will be paid for from the dedicated inquiry team line, and the a2i teachers from the a2i grant budget. The schools data specialist and math coach will lead some of the PD sessions and will be paid through the dedicated line for data specialist in the DOE budget. The high school and middle school ESL teachers will be paid for their PD sessions through Title III funds.

Service and program coordination

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

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 student attendance in both the Middle School and High School from 90.5% to 92% by June 2013.

Comprehensive needs assessment

- Studies consistently show that students need to maintain a minimum of a 92% attendance for the year in order to be promoted to the next grade.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Our family worker, Iris Rosso, is paid per session on a daily basis to call the guardians of all absent students each day.
 - b) Each month the principal prints the Register and Attendance Rate (RGAR) Report, the Attendance Interval Report (RYIS) and the School Attendance List (RSAL). The data from these monthly reports determines the students that we focus on to improve attendance.
 - c) Based off of the RGAR, RYIS and the RSAL students are grouped into four categories, Long Term Absences (LTAs), students with below 60% attendance; "At Risk" Students, students with a 60-79%; attendance rate "guidance issues", students with a 80-89% attendance rate, and students with good attendance, students above 90% attendance rate.
 - d) Each month our family worker, Iris Rosso, makes a spread sheet of all the students who are LTAs and goes around the building each morning checking to see if the students are in their first period class. If the student is not in their first period class she calls home to the guardian to inform the guardian that the child is absent and to request that the child be sent to school. Ms. Rosso is also working on scheduling meetings with the principal for all of the students and their guardians so that an individual plan can be developed for that student. All of these conversations are entered into ILOGs.
 - e) Our "At risk" student population also has a spreadsheet created each month and it is distributed to grade team leaders. Each grade team leader calls the guardians of the students and discusses the student's attendance and how this is affecting their performance in their classes. Guardians are also invited in to team meetings to discuss attendance and academic issues with the student's teachers.
 - f) Our "guidance issues" students meet with the school guidance counselors to discuss any issues that are preventing them from coming to school on a daily basis. Grade team leaders also call home on a monthly basis to report on student's attendance rate for the month.
 - g) By June 2013, Average Daily Attendance will increase top 92%.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants x Other

If other is selected describe here: Fair Student Funding is used to pay grade team leaders and the family worker per session to conduct parent outreach involving attendance issues.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

- Increase the average passing rate on Science Regents (Living Environment and Earth Science) by a minimum of 5% by June 2013 and increase the average passing rate on Math Regents (Integrated Algebra, Geometry, and Algebra 2/ Trigonometry) by a minimum of 5% by June 2013.

Comprehensive needs assessment

- In New York State, students are required to pass two additional Math Regents and one additional Science Regents, above the minimum five Regents Exams, in order to achieve an Advanced Regents Diploma. In order for us to increase the number of students earning Advanced Regents Diplomas, we need to increase our pass rates in the Math Regents Exams and the Science Regents Exams. Acquiring an Advanced Regents Diploma is one measure of College/Career Readiness.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Teachers will continue to use data effectively to inform their planning and instruction.
 - b) Algebra teachers will participate in the federally-funded Accessing Algebra through Inquiry (A2I) grant. New Visions will support this program through: Weekly visits by an onsite instructional specialist, monthly after-school workshops, and quarterly full-day professional development sessions.
 - c) Teachers will attend staff training sessions to learn how to analyze data from the High School Progress Report, Datacatation, Acuity IA and Predictive assessments, and in-house simulations.
 - d) Teachers will use these multiple forms of data to revise their yearly curriculum maps and to inform instructional and organizational decisions throughout the school year.
 - e) Teachers will use data to engage in an open exchange of information with students and their families about students' learning needs, performance on assessments, and attendance to communicate high expectations.
 - f) Students will engage in a minimum of two performance tasks where they will use a variety of skills and apply those skills in order to show conceptual understanding.
 - g) Students will engage in test simulations to prepare for regents exams and identify areas in need of intervention.
 - h) Tutoring and Saturday Academy will be provided for students who are struggling with content or application.
 - i) Students, including students with IEPs and ELLs, will demonstrate progress on interim assessments, A2I assessments, and in-house Regents simulations given throughout the year.
 - j) Teachers will submit units with performance tasks and CCLS writing tasks with graded student work.
 - k) There will be a minimum of 5% increase in the average passing rates of the science and math Regents exams.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy x Title I _____ Title IIA x Title III x Grants _____ Other

Teachers will be paid per session to conduct After-School Tutoring and Saturday Academy through Title 1, Title III, and Fair Student funding. The High School inquiry team members will be paid per session through Fair Student funding, the ESL teachers will be paid through Title III funding, and the A2I teachers (math teachers) from the A2I grant budget. The schools data specialist and math coach will lead some of the PD sessions and will be paid with Fair Student funding. The high school and middle school ESL teachers will be paid for their PD sessions with Fair Student funding.

Service and program coordination

- Weekly After-School Tutoring sessions and Saturday Academy for the High School and Middle School are conducted throughout the year by ESL teachers as well as content area instructors. Weekly grade team meetings are held where teachers discuss a variety of strategies that have been successful with students, conduct lesson studies, which is a form of professional development for teachers, and meet with parents of students who are struggling with academics and/or behavior in the classroom. Test simulations are conducted three times throughout the year and data meetings occur after each simulation where administration and the department chairperson meet with the teacher and look at the item-analysis and collaboratively analyze the data.

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 the number of students scoring a level 2 or higher on the 6-8 grades New York State ELA and Math Exams by June 2013 to 95%. This represents a 10% increase in ELA, and a 3% increase in Math.

Comprehensive needs assessment

- On our 2012 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 2012 state tests in ELA and Math, the middle school needs to focus on the progress of our students. Success on Middle School Exams is a measure of HS Readiness.

Instructional strategies/activities

- a) Teachers will conduct tutoring before school, after school, and on Saturdays to improve students scores on the ELA and Math exams by using new tutoring materials aligned to the Common Core curriculum.
- b) For ELA, 6-8 grade students will take an ELA skills course, which will focus specifically on addressing current deficiencies in ELA to improve their ability to score well on the 2013 exams. In ELA skills students will work on analyzing text, paired passages, and writing skills. ELA teachers this year will also integrate an Informational Writing unit into their curriculum in addition to 2 Argumentative writing units in order to ensure students have had adequate preparation for the exam.
- c) In Math, students will begin to utilize Math Lab class time to do lessons on Khan Academy (www.khanacademy.org), so that the teacher may see areas where students struggle in the classroom and allow them to watch videos on those topics and practice problems at their own pace in the math lab to increase overall mathematics proficiency.
- d) Teachers will administer 3 New York State Math and ELA simulations to prepare students for test conditions during the actual exam.
- e) Teachers will collect, analyze, and utilize data to target instruction to meet the learning needs of students
- f) Teachers will meet with New Visions MS instructional specialists in Math and ELA to get feedback and observations about how the lessons taught in class are preparing students for the exams.
- g) Scores on the NYS ELA and Math assessments will increase to 95% of students scoring level 2 or higher.

Strategies to increase parental involvement

In order to increase proficiency and passing rates on the New York State Math and ELA exams, 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 formulating ideas for further achievement or necessary interventions.
- Arranging additional meetings at other flexible times, e.g. morning, evening, during grade team meetings, 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 leaning community for students and a welcoming and 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 school staff member.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Professional development will be paid for through Title 1 funding. The schools ELA and Math coaches and specialists will lead some of the PD sessions and will be paid through tax levy funding in the DOE budget.

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.

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

- Increase the amount of parent outreach and involvement in academic achievement as measured by a minimum of 50% of parents accessing the Pupil Portal (Datacation) to monitor student progress 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 the community in our school. Therefore, our school, in compliance with the Section 1118 of Title 1, Part A f 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

- a) Parents will be able to be up to date on the events occurring at Bronx Latin, including Parent Teacher Conferences and Student Orientation through visiting our new website at www.bronxlatin.com, and also are able through the site to contact teachers and staff in the school.
- b) Parents will be able to track student progress through the use of student trackers through Skedula and Datacation, a web-based program that tracks students grades as well as attendance and standardized exam scores. Students Advisors will help parents logon to Datacation either over the phone or in person at parent teacher conferences. Over 50% of parents will be registered and logging onto Datacation after the first parent teacher conferences.
- c) Parents will be able to access student trackers and identify areas where students are “on-track” as well as “off track”. Parents will work with their children, advisors, and teachers to help their children develop goals in order to ensure academic success and that students stay on track.
- d) Parents of high school and middle school students will be able to engage in an exchange of information with their children’s teachers in which they analyze data to assess their learning needs.
- e) The principal, teacher leaders, guidance counselors, advisors, teachers, and the family worker will schedule parents to attend the team meetings if the students are in need of academic intervention or if their attendance falls below 92%.
- f) Parents will attend a minimum of 2 conferences during the school year. At the conferences, parents will be trained to use Datacation to access their children’s progress reports so they can work with their children to create academic goals. Parents will be provided with the printed progress reports from Datacation at the midpoints of the 1st, 2nd, 3rd, and 4th marking periods. At this time, parents will be reminded to sign the progress reports periodically Datacation themselves for updates on their children’s progress.
- g) Parents will receive regular communication each month from Bronx Latin regarding their students progress and/or attendance.
- h) 95% of parents of struggling students, students who are failing two or more classes, will be scheduled to attend a special grade team meeting to discuss their child’s progress and/or attendance
- i) By June 2013, a minimum of 50% of parents will have accessed Pupil Path (Datacation).

Strategies to increase parental involvement

- Schedule additional parent meetings during weekly grade team meetings in order to foster a more effective partnership and monitor student progress, especially when students are failing their core classes, simulations, or have below 92% attendance.
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children’s progress, and communicate through student planners about incomplete homework and assignments.
- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

New Visions is our PSO and they are paid with the use of tax levy funds. Datacation is provided by New Visions for all the schools within their PSO free of charge. Teachers will be paid per session for professional development through Title 1 funding.

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.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Tutoring Achieve 3000	Small group	Before- School, After-School, Saturday Academy
Mathematics	Tutoring Khan Academy - Online Math Program	Small group	Before- School, After-School, Saturday Academy
Science	Tutoring	Small group	Before- School, After-School, Saturday Academy
Social Studies	Tutoring	Small group	Before- School, After-School, Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-Risk Counseling	One-to-one, small group	During the school day and Before-School

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Bronx Latin works collaboratively with the Human Resources Department with New Visions (PSO). New Visions holds various job fairs where highly qualified teachers are screened and recruited to interview with New Visions schools. Also, our school works collaboratively with the New York City Teaching Fellows to recruit and hire highly qualified teachers in hard to staff content areas such as math, special education and science. A hiring committee which consists of 3 teachers and an administrator review resumes, schedule demo lessons, observe demo lessons conducted by the candidates, and conduct interviews. Each candidate is rated by each member of the hiring committee.

Teachers attend a week of all-day professional development sessions in August, before the school year begins. In addition, teachers attend several sessions of professional development throughout the school year: Socratic Seminar (6 hour PD), Achieve 3000 (5 hour PD), Argumentative Writing (10 hour PD), Performance Tasks (10 hour PD). Teachers also attend professional development held by New Visions and New York City Department of Education. Teachers also participate in professional development in their weekly grade team meetings when they participate in lesson studies conducted with their grade teams. Leadership opportunities, such as Grade Team Leaders, Teacher Leaders, and Department Leaders have been created within the school building in an effort to retain highly qualified teachers.

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;

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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
Dual Language	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.

7. The school uses various tools to ensure that curricular, instructional and scheduling flexibility will meet the diverse needs of ELLs-SWDs in the least restrictive environment. First, the ESL teachers and teachers of SWDs will meet periodically to discuss students' progress and areas of high need. This ensures that there is a support team meant to address every student's needs. Tutoring before and after school is available to all ELLs-SWDs who would benefit from the additional one-on-one support. All ELLs-SWDs are encouraged to attend. Finally, the ESL teacher utilizes her push-in time to service those students in a more open, content related area in which students work in groups, both heterogeneous and homogeneous, according to their ability.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

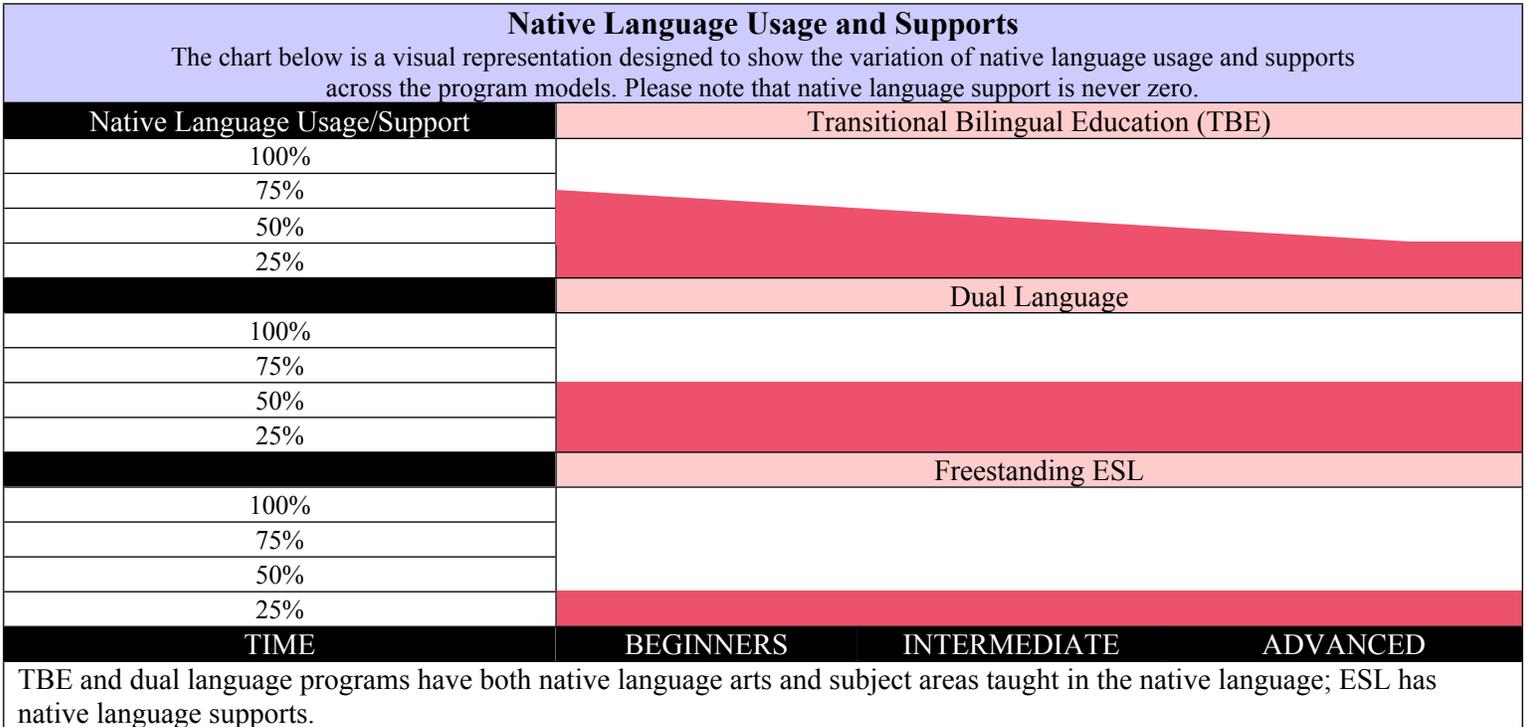
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			0
Social Studies:	0			0
Math:	0			0
Science:	0			0
	0			0

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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; 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

- a. Prentice Hall Regents Preparation Books
- b. Coach Regents Preparation Books
- c. NYSESLAT Preparation Books
- d. Carnegie Learning Algebra, Geometry, and Trigonometry software
- e. Rosetta Stone
- f. Achieve 3000
- g. English Dictionaries and Bilingual dictionaries
- h. Thesaurus

Middle School

- a. Coach Preparation for NYS ELA and Math Exams
- b. Continental Press "Finish Line" Reading Comprehension Series
- c. Empire State / NYSESLAT / Continental Press
- d. Carnegie Learning Math software - Bridge to Algebra for grades 6-8
- e. English dictionaries and Bilingual dictionaries
- f. Rosetta Stone
- g. Achieve 3000
- h. Thesaurus

13b. Some additional materials that teachers use at Bronx Latin to support ELLs are bilingual dictionaries, translated word walls, native language translations of texts, differentiated assignments, and tiered tasks.

14. In the middle school, students do not have any instruction in Spanish. However, content teachers and the ESL teacher provide native language support in their lesson delivery: for Beginners, teachers provide translations of texts. For Intermediate and Advanced ELLs, teachers use graphic organizers, word abundance, and vocabulary building activities to ensure that ELLs are not only acquiring the content, but also the second language. In addition, peer tutors who are fluent speakers of ELLs' native language are utilized to assist ELLs.

Moreover, translated word walls and books in the libraries in classrooms also contain texts and materials in ELLs' native languages. In the high school students have Spanish 5 times per week. The instruction focuses on supporting their reading and writing skills as native speakers of Spanish. Students whose first language is French also take Spanish at this time because there is not enough funding for a French teacher.

15. There are two ESL teachers at Bronx Latin. The middle school ESL teacher works with students in grades 6-8. The support and instructional materials that she uses corresponds to the ELLs' ages and grade levels. The high school ESL teacher only works with students

in grades 9-12 and the support and instructional materials she utilizes correspond to the ELLs' ages and grade levels.

16. Newly enrolled ELL students participate in the following activities in the beginning of the school year:

- a. Each ELL student is assigned an advisor who speaks Spanish or has experience working with ELLs.
- b. Each ELL student is invited to an orientation that is given in both Spanish and English.
- c. The school sends correspondence to parents in their native language to introduce them to the school, explain the dress code, and invite them to an orientation.

17. In the high school, all students take Spanish. ELLs take Spanish as their language elective. The class is heterogeneous. There is usually a mixture of native speakers and heritage language learners. At this time, no language elective is being offered to middle school students.

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
 - 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:

- how to write an argument
- how to write a counterargument and a conclusion
- how to rate teachers according to the Danielson rubric
- how to implement mini lessons and writing components using Achieve 3000
- how to differentiate content according to students' needs.

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 <u>RCT Reading</u>	6	0	1	0
Other <u>RCT Math</u>	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

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

Paste response to questions 1-6 here

1. For ELLs who have early literacy skills, the ESL teachers administer a practice NYSESLAT to test the ELLs' reading, speaking, writing and listening levels. The teachers use rubrics from the NYSESLAT to determine whether the students' level falls under Beginning, Intermediate, or Advanced. They analyze this data in conjunction with the NYSESLAT data and data from New York State Standardized exams. This data is used to drive instruction across the grade levels. The data has reveals that most of the ELLs continue to need support in reading comprehension and writing. The areas of speaking and listening tend to be stronger. Data continues to show that ELLs are struggling with reading comprehension skills such as: determining central ideas and themes of a text, interpreting words and phrases as they are used in a text, and comparing and contrasting how different authors deal with similar topics or themes in texts. In addition data shows that ELLs are struggling with writing skills such as: developing a topic with relevant facts and examples, using appropriate and varied transitions to create a cohesive piece of writing, and using precise vocabulary that is specific to inform about or explain a topic. Improving content area teaching of literacy skills and learning through collaboration between the ESL and content area teachers has been a major focus this year to facilitate data-driven instruction.
2. On the 2011 NYSESLAT proficiency results revealed that only 10.5% of ELLs in our community were classified as Beginning. 52% of ELLs in our community were classified as Intermediate and 37% were classified as Advanced. Out of the 49 ELLs tested last year, 22% were classified as Proficient. Last year the LAB R was given to one ELL in our community who tested at the proficiency level of Beginning. This data reveals that applying differentiation strategies in the classroom is necessary to reach the broad needs of ELLs as well as non ELLs in the classroom. The diverse levels of language learners in the classroom has facilitated a process by which teachers are designing different activities and assessments to help learners access information and apply skills in their classes.
3. The 2011 NYSESLAT Modality Report reveals that 100% of ELLs at Bronx Latin scored higher in the areas of Listening/Speaking versus Reading/Writing. The Modality report shows that 10% of students tested at Beginning, 38% tested at Intermediate, 20% tested at Advanced and 30% tested at Proficient for Reading/Writing. In light of this data, instructional decisions have been made to implement more differentiated assignments and classroom activities while including more strategies across content areas to teach literacy. In ELA classrooms more lessons are focused on teaching comprehension strategies. Also, this year a concerted effort is being made to incorporate more non fiction text in the ELA curriculum.
- 4 A. In assessing the NYS ELA data from 2011 the data shows that in the 6-8 grades only one student attained a proficiency Level of 3 or 4. 35% of the ELLs who attended Bronx Latin last year scored at Level 1. 55% of ELLs scored at Level 2. 10% of ELLs scored at proficiency Level 3 and no ELLs attained a Level 4. Once again, the data reveals that ELLs are struggling with their reading and writing skills, especially when they are required to respond to informational texts. More rigorous standards require that teachers utilize active literacy teaching strategies across the content areas. ELLs need more tiered reading assignments with non-fiction texts and teachers need to utilize comprehension strategies that facilitate students' ability to determine what is important in a text, to summarize texts, and synthesize information in texts. This year curriculum maps are being revised to teach historical fiction in combination with information

texts and primary sources in social studies.

On the NYS Mathematics Exam ELLs at Bronx Latin attained slightly higher outcomes when comparing the outcomes to the NYS ELA exam. On the NYS Mathematics exam 19% of ELLs earned a Level 1, 66% earned a Level 2, 9% earned a Level 3 and 5% earned a level 4. The data reveals that literacy strategies also need to be implemented in math classes. Teachers need to explicitly help students to identify key terms in math word problems, utilize word walls with visual aids explaining terms, and developing more hands-on activities to teach mathematical concepts. Last year, only one ELL took the 2011 NYS Mathematics exam in her native language.

In 2011, no ELLs took Regents exams in their native language. According to the data, 53% of high school ELLs who took the Algebra

Regents passed. 80% of the ELLs who took the Geometry Regents passed it. 50% of ELLs who took the Living Environment Regents passed and 83% of ELLs who took the Global History Regents passed. 100% of the ELLs who took the English Comprehensive Regents passed. The data shows that ELLs are struggling in higher math level classes as well as content area class such as science and history where content area vocabulary, understanding textbooks, topic studies, and synthesizing information is essential to preparing ELLs for the type of reading they will encounter on exams.

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

C1. The school is learning that ELLs need explicit instruction in the strategies that will assist them in becoming stronger readers and writers. ELLs must be able to identify what a text is saying and make logical inferences to determine central ideas of a text. ELLs also struggle to analyze the craft and structure of a text with regard to how words and phrases are used. The school is learning that ELLs also need to be explicitly taught how to assess point of views. Integration of knowledge and introducing ELLs to a range of reading and levels of text complexity is necessary. ELLs also need more exposure to practice writing logical essays in which they must develop and support line of argument. Lastly, ELLs need opportunities to draw evidence from informational texts to be able to conduct research based on questions which demonstrate their ability to understand the topics they are investigating. In grades 9-12th, ELLs take Spanish five periods per week, which strengthens their L1 proficiency and accuracy.

C2. Based on the results of the ELL Periodic Assessment and the ELA Acuity Assessment, the school has learned that ELLs in the Bronx Latin community will benefit from direct, modeled instruction. The areas ELLs struggled in were as follows:

- determining author's purpose
- inferencing
- identifying details
- identifying missing information from a passage
- using context clues to determine the meaning of unknown words

Based on the results of the Acuity and ELL Periodic Assessment, teachers will devise a plan to explicitly teach the skills mentioned above in a scaffolded, differentiated methodology. This plan is implemented during the regular school schedule, as well as during before and after school tutoring and Saturday academy. Translations will be provided for beginning ELLs and differentiation strategies will be implemented to target the various levels of ELLs within each classroom.

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

6. The school determines the success of the ELLs based on their ability to achieve proficiency levels on standardized exams, authentic assessments, and pass/fail rate in their classes. In addition, the school also assesses the success of ELLs based on progress. Last year 50% of ELLs earned exemplary proficiency gains on the NYS ELA in the 6th and 7th grade, while no gains were made in the 8th grad As for the Mathematics exam, 56% of ELLs made exemplary proficiency gains in the 6th grade, 71% in the 7th grade and 75% in the 8th grade.

Students in this category are in the 75th growth percentile or higher. In 2011 two out of nine ELLs were held over in the 6th grade. In the 7th and 8th grade 100% of ELLs were promoted. The NYSESLAT results reveal that the ELLs' reading, writing, speaking and listening skills improve each year, with 100% of ELLs showing gains based on the NYSESLAT. This data demonstrates the progress that ELLs are experiencing in our school community.

Additional Information

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

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
	Other		1/1/01
	Other		1/1/01

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)
	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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: <u>Bronx Latin</u>	DBN: <u>12X267</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: <u>61</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>24</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: In order to align our curriculum to the common core, we have purchased licenses to the Achieve 3000 program. This web-based program will be used after school and during Saturday Academy as a supplement to daily classroom instruction. 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 have access to the program during the extended day and weekly Saturday Academy sessions. Students and teachers will utilize laptop computers which have internet connection. Instruction will be provided in English. Students will work on reading comprehension skills for non-fiction texts.

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 2012-2013 school year, all content area teachers at Bronx Latin will participate in a minimum of 5 hours of professional development in the facilitation of Socratic Seminars, which are discussions that utilize several non-fiction texts where the discussion is student-led. The principal and teachers will attend professional development through New Visions and New York City Department of Education throughout the year. They will turnkey this information in professional development to the teachers. Students' participation in the socratic seminars target the citywide expectations of text-based discussion. Teachers will participate in 5-8 hours of professional development in the Common Core State Learning Standards (CCLS) in the areas of argumentative writing and modeling in mathematics which is also 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, Annette Fiorentino, and lead teachers, Molly Brigham and Anna Tabor. Teachers will receive professional development during the week of August 27, 2012 through August 30, 2012, on Tuesday afternoons from 3:30-5:00, and any other professional development days designated by the New York City Department of Education.

Part D: Parental Engagement Activities

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

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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. PA meetings are scheduled for the following dates: October 18, 2012, November 8, 2012, November 21, 2012, December 17, 2012, January 28, 2013, February 25, 2013, March 18, 2013, April 22, 2012, May 20, 2013, June 10, 2013.

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. Fafsa Night is scheduled for January 3, 2013.

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. Bronx Latin held the first meeting on October 3, 2012. The scnd meeting was held on December 10, 2013. Annette Firoentino, the principal of Bronx Latin, and Molly Brigham, High school Teacher Leader, were facilitators.

Part E: Budget

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

Allocation Amount: \$24575

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 	<u>9750</u>	<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 2012 through May 2013.</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>	N/A
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		N/A
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 materialsthat 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</u>

Part E: Budget

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

Allocation Amount: \$24575

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>about their children's progress and school events.</u>
TOTAL	<u>24,575</u>	