



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** BRONX LATIN SCHOOL  
**DBN (i.e. 01M001):** 12X267  
**Principal:** ANNETTE FIORENTINO  
**Principal Email:** AFIORENTINO2@SCHOOLS.NYC.GOV  
**Superintendent:** ELAINE LINDSEY  
**Network Leader:** BARBARA GAMBINO

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Annette Fiorentino	*Principal or Designee	
Maria Rosario	*UFT Chapter Leader or Designee	
Nelida Diaz	*PA/PTA President or Designated Co-President	
Iris Rosso	DC 37 Representative, if applicable	
Aicha Fofana Cristian Hernandez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Inwood House, Sabrina Cabello	CBO Representative, if applicable	
Lynneve Nash	Member/ Teacher	
Anna Tabor	Member/ Teacher	
Molly Brigham	Member/ Teacher	
Ivette Rivera	Member/ PA - Parent	
Esperanza Rodriguez	Member/ PA - Parent	
Sonia Almestica	Member/ PA - Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed

<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, Bronx Latin will increase the percentage of graduating seniors gaining Advanced Regents and/or meeting the CUNY college and career readiness metric indicators by a 5% from the previous year June 2013.

### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In order to increase the number of students that graduate college ready, Bronx Latin teachers will provide intervention and remediation opportunities for students to increase their scores on Regents exams to meet the college ready indicators of 80 or above on Integrated Algebra Exam and a 75 or above on the English Regents, and increase opportunities for students to take Advanced Placement and College Now courses.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. All students are programmed to take the courses and examinations required to pursue an Advanced Regents Diploma.
2. Weekly after-school tutoring sessions and Saturday Academy for the High School and Middle School will be conducted throughout the year by content area teachers.
3. 8th grade students will take accelerated courses and Regents exams in Algebra and Living Environment to increase their access to an advanced curriculum.
4. Beginning in the 11th grade students will take a range of College Now courses for college credit through our partnership with Lehman College in the Bronx.
5. All students in the High School who have not achieved an 80% or better on their Integrated Algebra Regents Exam will be enrolled in Math Enrichment where they will get individualized instruction through Khan Academy and ixl.com.
6. Academic Advisers will meet with each advisee to develop an individualized graduation plan so that the student is able to focus their efforts towards graduation and earning an Advanced Regents Diploma.

#### B. Key personnel and other resources used to implement each strategy/activity

1. Content area specialists as well as ESL teachers and Special Education instructors.
2. Guidance counselors assist students who are off-track and work with students to create action plans.
3. Academic advisers also assist students in developing individualized graduation plans to achieve an Advanced Regents Diploma.
4. Testing coordinator is reviewing student transcripts to guarantee that all students are scheduled to take the appropriate Regents exams.

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. In June 2014, 35% of the 2014 cohort will meet CUNY requirements in English.
2. In June 2014, 30% of the 2014 cohort will meet CUNY requirements in Mathematics.
3. In June 2014, 30% of the 2014 cohort will graduate with an Advanced Regents diploma.

#### D. Timeline for implementation and completion including start and end dates

1. After school tutoring will begin in October 2013 and continue through June 2014 for high school and middle school students.
2. Saturday Academy will begin in December 2013 and continue through January 2014 for students preparing for the January Regents Exams.
3. Saturday Academy for June Regents Exams will begin in March 2014 and continue through June 2014.
4. Saturday Academy for the middle school students will begin in January 2014 and continue through April 2014 to prepare for the NYS ELA & Math exams.

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. All students in the high school who have not met CUNY requirements in Mathematics are programmed for an elective class (Mathematics Enrichment) which meets three periods a week and is taught by a certified Mathematics Teacher.
2. All students who have not met CUNY requirements in Comprehensive English are attending bi-weekly after-school tutoring sessions to help them prepare for the Regents exam.
3. All students taking a Regents Exam in January are participating in six sessions of Saturday Academy in the months on December and January leading up to the

Regents exam.

**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).

1. Teacher representatives will meet with the President of the Parent Association and Parent Representatives during monthly School Leadership Team meetings to discuss student progress and ongoing academic interventions for students.
2. DC37 Family Worker will conduct weekly phone calls to parents of students who are involved in after school interventions, Saturday Academy and tutoring to provide information and updates on the schedules for programs.
3. The Bronx Latin School website will be translatable into Spanish and updated frequently with news and schedules of upcoming academic interventions and links for contacting Teachers and Administrators for families.
4. Open school nights will be hosted at Bronx Latin several times per year in order to encourage Parent visits and community partnerships.
5. During Parent Teacher Conferences, parents will receive assistance in setting up accounts to access Skedula (Online Gradebook) where they can monitor student progress in classes, credit accumulation, Regents examination scores, and communicate with teachers about student progress.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #2**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, we will increase the number of teachers rated effective to 75% by providing school-wide professional development to staff on an ongoing basis throughout the school year.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The Common Core adoption at the middle and high school level as well as the new teacher evaluation system has created the impetus for additional measures to strengthen teacher practice and support teacher development. At the heart of teacher development is frequent and substantive feedback on teacher practice, therefore teacher growth will be monitored through a system of ongoing formal and informal observation and teacher intervisitation at least once per quarter.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Teachers will serve as members of Professional Learning Communities according to grade level and content specialty to bolster teacher effectiveness.
2. Special Education Teachers will meet within their department twice per month and meeting minutes will be distributed school-wide electronically using google forms.
3. Math Teachers will meet within their department twice per month, or every week for teachers involved in a2i, and meeting minutes will be distributed school-wide electronically using google forms.
4. Foreign Language Teachers will meet within their department twice per month and meeting minutes will be distributed school-wide electronically using google forms.
5. English and ESL Teachers will meet within their department twice per month and meeting minutes will be distributed school-wide electronically using google forms.
6. Social Studies Teachers will meet within their department twice per month and meeting minutes will be distributed school-wide electronically using google forms.
7. Science Teachers will meet within their department twice per month and meeting minutes will be distributed school-wide electronically using google forms.
8. Music Teachers will meet within their department twice per month and meeting minutes will be distributed school-wide electronically using google forms.

9. Through the Middle School Gates Grant in Literacy and Mathematics, Caroline Suh and Sarah Toguchi, New Visions for Public Schools Partners, will provide instructional and professional development support in ELA and Mathematics twice per month.
10. Teachers on the 6th grade team will meet once per week to present Lesson studies and discuss strategies for supporting student growth and learning.
11. Teachers on the 7th grade team will meet once per week to present Lesson studies and discuss strategies for supporting student growth and learning.
12. Teachers on the 8th grade team will meet once per week to present Lesson studies and discuss strategies for supporting student growth and learning.
13. Teachers on the 9/12th grade team will meet once per week on Mondays to present Lesson studies and discuss strategies for supporting student growth and learning.
14. Teachers on the 10/11th grade team will meet once per week on Tuesdays to present Lesson studies and discuss strategies for supporting student growth and learning.
15. Teachers will engage in meaningful Professional Development sessions on the Danielson Framework for Effective Teaching, Co-Teaching, Academic Rigor, Instructional Strategies including Differentiation.
16. Members of the School Support Team will conduct observations focused on the Danielson Framework for Teaching i.e. Classroom Management and Behavior, Engaging Students in Learning/ Instruction, Planning and Preparation.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Principal – Ms. Fiorentino
2. Special Education Department Chairperson - Mrs.Nash
3. Math Department Chairperson- Ms. Singh
4. Language Department Chairperson - Ms. Colon
5. English + ESL Department Chairperson- Ms. Hannigan
6. Social Studies Department Chairperson - Ms. Simmons
7. Science Department Chairperson- Mrs. Webb
8. Teacher Leaders - Mrs. Nelson and Ms. Brigham
9. Guidance Counselors - Ms. Klebon & Ms. Tierney
10. Literacy Coach - Ms. Hannigan

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. All observations are tracked through a google form and spreadsheet, which will be used to monitor the progress of teachers towards an effective rating. It will also inform upcoming professional developments and the work within the Professional Learning Communities.

**D. Timeline for implementation and completion including start and end dates**

1. The last Tuesday of every month department chairs will meet with their departments for department specific professional development.
2. Teacher leaders will conduct mini-observations of teachers and provide teachers with feedback on Danielson competencies, specifically 1E, 2B, 2D, 3B, 3D
3. Guidance counselors will conduct observations of teachers to help them improve classroom environment (Danielson 2B and 2D).
4. Literacy Coach will conduct classroom observations as well as artifact analysis of teachers and provide them with feedback.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The school program will create overlapping prep and teaching periods to support Teacher intervisitations and debriefing.
2. Teachers will be paid at a per session rate to meet within Professional Learning Communities (grade teams and departments) after school for staff development.

**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).  
 Parents are invited to attend weekly grade team meetings.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

### **Goal and Action Plan #3**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, we will increase the number of English Language Learners approaching proficiency (Level 2) and reaching proficiency (Level 3) in Mathematics in grades 6-8 in the Middle School by 5%.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In the 2012-2013 school year, 57% of ELLs in the 6th grade scored a L1, 36% of 6th grade ELLs scored a L2, and 7% scored a L4 on the Mathematics State Test. The results were similar in the 7th grade, where 88% of ELLs scored a L1, and 12% scored a L2. No 7th grade ELLs met the standards required for proficiency in Mathematics. In the 8th grade, 33% of ELLs scored a L1, 50% of ELLs scored a L2, and 16% of ELLs scored a L3 on Mathematics test. Reorganizing the distribution of Human and Financial Capital within the school will support an increase in the proficiency rates of English Language Learners in Mathematics.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1. An external consultant will advise best practice in creating a program that utilizes support staff in the most efficient manner to offer increased push-in support by the middle school ESL Teacher in mathematics courses in grades 6-8.
2. The ESL Teacher will deliver professional development around best practices for instructing and supporting ELLs in the classroom.
3. The ESL Teacher will co-teach mathematics courses in grades 6 and 7 to support the implementation of best practices for ELLs.
4. The ESL Teacher will deliver Lesson studies within the Professional Learning Communities (Grade Team and English/ESL Department) to model best practices in ELL instruction.
5. The ESL Teacher will attend regional Professional Development as needed to remain current with evolving best practices and techniques for supporting ELLs.

##### **B. Key personnel and other resources used to implement each strategy/activity**

1. The ESL teacher of the middle school scheduled her push in sessions to coincide with Core Mathematics courses in order to provide ELLs with additional support.
2. Math content teachers and ESL teacher provide tutoring to students in the mornings for 45 minutes four days a week.

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. The school will conduct three simulations for middle school state tests during January, 2014, February 2014, and March 2014. After each simulation, teachers will conduct an item analysis of the data, meet with the data specialist, formulate plans, and use the results to drive instruction.
2. The Middle School Math department and the ESL teacher will meet to develop specific instructional strategies to target the needs of the ESL students.
3. Math teachers and ESL teacher will present lesson studies during the weekly grade team meetings where they will assess progress of their target group which is comprised of ELLs, Special Education students, and Gen Ed students.
4. Math teachers at Bronx Latin collaborate with coaches provided through the Middle School Gates Mathematics Grant and New Visions on a weekly basis to provide instruction that is accessible to all students.

##### **D. Timeline for implementation and completion including start and end dates**

1. Simulations will occur in January 2014, February 2014, and March 2014.
2. In August 2013, the ESL Teacher will develop a Teaching schedule that will include push-in periods in Core Mathematics classes.
3. The ESL Teacher will meet with Mathematics Teachers at least once per month to discuss ELL strategies for Mathematics.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Middle School tutoring will be conducted Monday-Thursdays from 8:00-8:45 am.
2. ESL Teacher Co-Teaches Mathematics courses in the 6th grade for six periods per week, and in the 7th grade for two periods per week.
3. ESL students in the 8th grade will receive mathematics instruction in an inclusion class with Co-Teachers for 8 periods per week.

**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).

DC37 Family Worker will conduct weekly phone calls to parents of students who are absent from classes without an excused absence. Tutoring teachers will conduct parent outreach to ensure all students attend morning tutoring.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	x	Title III	Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.								

**Goal and Action Plan #4**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all English, Social Studies, Science and Math teachers will have implemented and completed two Common Core aligned units of study with all of their classes.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As the Department of Education continues its implementation of the Common Core Learning Standards it is vital that these standards are clearly taught within each classroom. These units of study will better prepare students for the rigor of college. English, Social Studies, and Science teachers will all conduct a minimum of one informational writing unit and one argumentative writing unit as well as a minimum of two Socratic Seminars that are integrated into these writing units. All Math teachers will conduct a minimum of two performance task assessments in each class, with all math teachers 6-9<sup>th</sup> grade teaching fully aligned Common Core units of study.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Teachers will receive professional development on Socratic Seminars, argumentative writing, and performance tasks so that they can successfully implement these units in their classrooms.
2. ESL and Special Education teachers will co-teach with the content specialist teachers to ensure multiple access points for all students.
3. The literacy coach will work with English, Social Studies and Science teachers to implement writing units in their classes.
4. Teachers will attend monthly department meetings to discuss the implementation of the writing units in their course.
5. Teachers will attend professional development opportunities provided at Bronx Latin, New Visions, and NYC Department of Education.
6. Sarah Toguchi, a Math Specialist from New Visions (PSO), works with the Math department to implement performance tasks and provides professional

development during their bimonthly meetings.

**B. Key personnel and other resources used to implement each strategy/activity**

1. English as a Second Language teachers
2. Special Education teachers
3. Sarah Toguchi - New Visions Math Specialist – Math Coach
4. Caroline Suh – New Visions Literacy Specialist -Literacy Coach
5. Cathleen Hannigan – Bronx Latin Literacy Coach
6. Teacher Leaders – Candace Trencher, Anna Lepore, Katarina Roman, Danielle Ramsundar, Melissa Colon
7. Department Chairs – Lynneve Nash, Megha Singh, Melissa Colon, Cathleen Hannigan, Jatera Simmons, Marina Webb

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. The principal and teacher leaders will conduct observations and ensure Common Core alignment.
2. Common Core aligned units of study will be uploaded to the Bronx Latin Google Drive.

**D. Timeline for implementation and completion including start and end dates**

1. All teachers must have their first unit completed by November and the student work from the unit must be the focus of their November bulletin board.
2. All teachers must have their second unit completed by February and the student work from the unit must be the focus of their February bulletin board.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Bronx Latin’s Google Drive will be used for teachers to share resources.
2. Teachers will be implementing curriculum off the engageny.org website, aligning the Modules to their own curriculums
3. ESL teachers and special education teachers have been programmed to push into these classes to support instruction and co-teaching.

**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).

Parents are sent home letters informing them about the new Common Core curriculum and Saturday Academy sessions to help prepare students as teachers implement the common core. Parents are invited to PA meetings, and parents have access to Skedula and their students information about performance on Common Core assessments. Parents also have access to [www.bronxlatin.com](http://www.bronxlatin.com), which highlights the ways in which Bronx Latin is implementing the Common Core. Parents will also be able to see student’s work aligned to the Common Core during parent-teacher conferences in the classrooms and in the hallways on bulletin boards.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

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 and a minimum of 50% of parents attending one or both of the scheduled parent-teacher conferences.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

1. 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 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
2. 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](http://www.bronxlatin.com), and also are able through the site to contact teachers and staff in the school.
3. 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.
4. 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.
5. 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.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. 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%.
2. 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 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> marking periods. At this time, parents will be reminded to sign the progress reports periodically Datacation themselves for updates on their children’s progress.
3. Parents will receive regular communication each month from Bronx Latin regarding their students’ progress and/or attendance.
4. 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.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Principal – Annette Fiorentino
8. Teacher Leaders – Candace Trencher, Anna Lepore, Katarina Roman, Danielle Ramsundar, Melissa Colon
2. Guidance Counselors – Sarah Tierny, Cynthia Klebon
3. Advisers,
4. Bronx Latin Teachers
5. Family worker – Iris Rosso

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. By October 2013, 25% of parents will be registered in Datacation.
2. By November 2013, 40% of parents will be registered in Datacation.
3. 100% of November phone logs will show that Advisers called home to parents informing them of parent-teacher conferences.
4. By February 2014, 50% of parents will be registered in Datacation.
5. 100% of February phone logs will show that Advisers called home to parents informing them of parent-teacher conferences.

#### **D. Timeline for implementation and completion including start and end dates**

1. During September and October Advisers will make phone calls home and register as many parents as they can for the online grading system.

2. The week prior to November parent teacher conferences, advisers, teacher leaders and the family worker will make phone calls home informing parents of the upcoming parent teacher conferences and that they will be able to register for the online grading system at parent teacher conferences.
3. During both November and February parent-teacher conferences National Honors Society students will be available to help parents register for the online grading system.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. National Honor Society students will volunteer to register parents at the parent-teacher conferences.
2. Two parent teacher conferences will be scheduled, one in November 2013, and one in February 2014.
3. Notification of parent-teacher conferences will be mailed home and posted on the school website at BronxLatin.com.

**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).

Teachers, advisors, and the school family worker will conduct parent outreach to ensure participation in parent-teacher conferences. Parents will also be invited in to attend a grade team meeting where they will discuss their child's academic progress with all grade-level teachers.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	x	Title III	Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.									

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Tutoring: 6-8 <sup>th</sup> grades Achieve 3000 English Regents Tutoring ESL Tutoring	Small group Small group/ online Small group Small group	Before school/ Saturday Academy During the school day After school After school/ during the school day
<b>Mathematics</b>	Tutoring: 6 – 8 <sup>th</sup> grades Khan Academy Ixl.com learning site Integrated Algebra/Geometry tutoring/Algebra/Trigonometry tutoring	Small group Whole class/ individual Whole class/individual Small group	Before school/ Saturday Academy During the school day During the school day After school
<b>Science</b>	Earth Science/ Living Environment Tutoring	Small group	After school/ Saturday Academy
<b>Social Studies</b>	Global/ US History Tutoring	Small Group	After school/ Saturday Academy
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At-risk counseling	One-to-one/ small group	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

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 (5 hour PD), Performance Tasks (10 hour PD), Danielson Rubric (5 hour PD), MOSL (2 hour PD), Teacher Best Practices (5 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.

English and Math teachers are part of the Gates Grant through New Visions (PSO) which provides the math and English teachers with additional professional development and support within their classrooms. The math department is observed weekly by Sarah Toguchi from New Visions (PSO) and then meet twice a month in department meetings for additional professional development and lesson studies. Our English department is supported by Caroline Suh from New Visions and Cathleen Hannigan, our school's literacy coach, through observations and bi-monthly department meetings.

At the beginning of the school year, teachers set three professional goals for themselves. One goal is based off of the Danielson rubric, one goal is based off of the Common Core Learning Standards and finally one goal is a data driven goal about state exam pass rates or class pass rates depending on the course(s) they teach. Teachers then reflect on their progress towards these goals three times throughout the year. The Danielson goal and the Common Core Learning Standards goal also guide their lesson studies and teacher intervisitations.

Teachers are observed by peer teachers once a month and required to observe a peer teacher once a month as well. Teacher leaders conduct observations based on Danielson's domains 2 and 3. The guidance counselors conduct observations on domains 2b and 2d as well. All of these observations are recorded through an online observation tracker that provides instantaneous feedback to teachers and submits the reports to the principal as well so that she is able to see the feedback as well.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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)**, Danielson Rubric (5 hour PD), MOSL (2 hour PD), Teacher Best Practices (5 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.

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#### **Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Fair Student Funding is used to increase the amount of students who are college and career ready. Fair Student Funding is used to offer students in the high school a Math Enrichment course which is used to provide students individualized academic services in the area of Integrated Algebra to prepare them to retake the Integrated Algebra Regent in order to receive an 80% or higher. Fair Student Funding is also used to provide students with six sessions of Saturday Academy to provide them with additional support in preparing for the January Regents. In the spring, Title I Funding and Fair Student Funding will be used to provide all students with ten sessions of Saturday Academy in order to prepare them for their June Regents Exams. Fair Student Funding is used to provide tutoring to students who are still in need of a 75% or higher on the English Regents. The students are receiving tutoring two days a week after school to prepare them to retake the Comprehensive English Regent in January.

Title I Funding, ARRA funding and Fair Student Funding are all used to develop teachers through professional development. Teachers are participating in the following professional development opportunities: Socratic Seminar (6 hour PD), Achieve 3000 (5 hour PD), Argumentative Writing (10 hour PD), Performance Tasks (10 hour PD), Danielson Rubric (5 hour PD), MOSL (2 hour PD), Teacher Best Practices (5 hour PD).

Title I Funding and Fair Student Funding are being used to pay teachers to attend Argumentative Writing (10 hour PD), Performance Tasks (10 hour PD) and Teacher Best Practices (5 hour PD) to help them align their curriculum maps to the Common Core Learning Standards. Title I Funding and Fair Student Funding are also being used to allow teachers on the same grade team to co-plan units of study that are Common Core aligned.

Title I Funding and Fair Student Funding are being used to offer six sessions of Saturday Academy in Preparation for the January Regents Exams as well as ten sessions of Saturday Academy in the spring in preparation for the June Regents Exam.

Title I Funding and Fair Student Funding are being used to pay our Family Worker to continue her outreach to parents, including her daily phone calls to each absent student.

## SWP Schools Only

### **Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

### **Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

[The leadership team within the school met with the principal to select the City-wide performance assessments that are used for both middle school and high school classes. At the beginning of the school year the principal led professional development that debriefed the data results from middle school ELA and Math state exams, and high school Regent exams with the staff. During the professional development the principal modeled how the results of last year's data will drive the instructional focuses for this year's instruction. Teachers will continue to receive professional development at the school wide level and during their department meetings on how to apply the results of their assessments into their classroom instruction. In department meetings teachers will receive ongoing professional development on how to create effective formative and summative assessments including, in the high school, creating simulations of the Regents exams. In the middle school we purchased simulation materials from Curriculum Associates that teachers will receive professional development on and will then use to prepare students for their state exams. After each simulation and performance assessment grade teams meet together to grade the assessment; this way all teachers become stakeholders and are able to ascertain a more complete image of each student.

## TA Schools Only

### **Use of Program Resources**

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

### **TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

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 1<sup>st</sup> 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;
- providing parents access to teachers' grade books through the use of an online grading system, Datacation, and helping all parents register and gain access to the program;
- Having teacher leaders call home during first period informing parents that their child is late to school;
- Hosting annual FAFSA informational night to help parents file their taxes and help their children apply for financial aid;
- Having the family worker call home every evening to each parent informing them that their child is absent from school.
- Have an advisory system where parents call home at least once a month to update parents on events in the school.
- Host meeting with parents of at-risk students to develop a plan to resolve the academic issues the student is struggling with.

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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 1<sup>st</sup> 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;
- Registering parents for Datacation online gradebook system so parents can monitor their children's progress.

*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 with 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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>12</b>	Borough <b>Bronx</b>	School Number <b>267</b>
School Name <b>Bronx Latin School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Annette Fiorentino</b>	Assistant Principal <b>type here</b>
Coach <b>Cathleen Hannigan</b>	Coach <b>type here</b>
ESL Teacher <b>Megan Carey</b>	Guidance Counselor <b>Sarah Tierney</b>
Teacher/Subject Area <b>Anna Lepore/ESL Teacher</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>Maria Rosario</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>445</b>	Total number of ELLs	<b>56</b>	ELLs as share of total student population (%)	<b>12.58%</b>
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## Part II: 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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Discrete ESL class							1	1	1	1	1	1	1	7
Push-In							2	1	1	4	4	4	4	20
<b>Total</b>	0	0	0	0	0	0	3	2	2	5	5	5	5	27

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	56	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	20
SIFE	2	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	28

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	15	2	3	13	0	5	28	0	12	56
Total	15	2	3	13	0	5	28	0	12	56

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**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							9	7	6	12	4	8	3	49
Chinese														0
Russian														0
Bengali							2							2
Urdu														0
Arabic														0
Haitian														0
French							2						1	3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1						2
<b>TOTAL</b>	0	0	0	0	0	0	14	8	6	12	4	8	4	56

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)							2	0	1	1	1	2	0	7

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							2	2	0	4	1	2	0	11
Advanced (A)							10	6	5	7	2	4	4	38
Total	0	0	0	0	0	0	14	8	6	12	4	8	4	56

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10	3	0	0	13
7	7	1	0	0	8
8	3	2	0	0	5
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	8	0	5	0	0	0	1	0	14
7	7	0	1	0	0	0	0	0	8
8	2	0	2	1	1	0	0	0	6
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	0	1	4	0	1	0	0	0	6
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	8	0	2	0
Integrated Algebra	9	1	3	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math				
Biology				
Chemistry	0	0	0	0
Earth Science	1	0	0	0
Living Environment	11	1	4	0
Physics	0	0	0	0
Global History and Geography	8	1	3	0
US History and Government	5	1	3	0
Foreign Language	0	2	0	2
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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)								
Chinese Reading Test								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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 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. The data reveals that on Regents exams, students struggle with high level vocabulary. 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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The 2012 NYSESLAT proficiency results revealed that only 12.5% of ELLs in our community were classified as Beginning. 19.6% of ELLs in our community were classified as Intermediate and 46% were classified as Advanced. Out of the 56 ELLs tested last year, 21% were classified as Proficient. Last year the LAB-R was given to two new ELLs 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. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4 A. In assessing the NYS ELA data from 2012 the data shows that in the 6-8 grades 71% of students scored a level one. 21% of ELLs scored at Level 2. 0% of ELLs attained a Level 3 or 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 Common Core Learning Standards are utilized to drive instruction and increase rigor.

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 60% of ELLs earned a Level 1, 32% earned a Level 2, 3% earned a Level 3 and 3% 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 develop more hands-on activities to teach mathematical concepts. Last year, only one ELL took the 2012 NYS Mathematics exam in his native language.

In 2012, two ELLs took Regents exams in their native language (Spanish). According to the data, 30% of high school ELLs who took the Algebra Regents passed. 33% of ELLs who took the Living Environment Regents passed and 33% of ELLs who took the Global History Regents passed. 25% of the ELLs who took the English Comprehensive Regents passed. 100% of ELLs that took the Spanish LOTE passed. The data shows that ELLs are struggling in their content area classes with high level content area and academic vocabulary. They face challenges with understanding textbooks, formulating an argument using evidence, and synthesizing information. These skills are essential in preparing ELLs for the rigorous level of texts they will encounter on exams. In addition, mastering these skills will ensure

students' success in either college or the workplace.

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 them. 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 an argument and counterargument. Lastly, ELLs need opportunities to draw evidence from informational and argumentative texts to be able to conduct research based on questions which demonstrate their ability to understand the topics they are investigating. In grades 9-12, 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?  
In order to develop a child's second language acquisition, ESL teachers collaborate with content area teachers to implement ELL strategies that will develop students' academic language in all four modalities of reading, writing, listening, and speaking. Additionally, students are provided with bilingual dictionaries to boost their vocabulary. They also receive grammar instruction after school at tutoring. Student also engage in Socratic Seminars and in-class oral presentations which help improve their speaking skills. Across the content areas, students are required to complete 2 argumentative essays, 1 informational essay, and 3 Socratic Seminars, all of which enhance their second language development.
7. 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?N/A. The Bronx Latin School does not have a dual language program
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The school determines the success of the ELLs based on their ability to achieve proficiency levels on standardized exams, authentic assessments, and pass/fail rates in their classes. In addition, the school also assesses the success of ELLs based on progress. In the middle school, 50% of ELLs progressed in their NYSESLAT data. In 2012 one ELL out of 14 ELLs were held over in the 6th grade. In the 7th and 8th grade 100% of ELLs were promoted. In the high school, 62.5% of ELLs progressed in their NYSESLAT data. 100% of ELLs in grades 9-12 were promoted. This data demonstrates the progress that ELLs are experiencing in our school community.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  1. The Home Language Survey is administered by the ESL Teachers, Anna Lepore and Megan Carey. The results of the survey are entered into ATS. Therefore, a translator, Maria Rosario (the pupil accounting secretary) is present during the intake process.
  - a. The HLIS is given to the parents to be completed during the intake. The information is put into ATS immediately.
  - b. The ESL teacher conducts an informal interview and gives a diagnostic to the student to assess the level of English acquisition.
  - c. The ESL teachers, Anna Lepore and/or Megan Carey administer the LAB R if HLIS deems that language spoken is other than English.
  - d. 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
  - e. 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.
  - f. Currently, the school is utilizing the Achieve 3000 reading diagnostic. In addition, the ESL Teachers, Anna Lepore and Megan Carey, administer speaking and writing diagnostics similar to the 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.
  2. a. During the intake process, parents are informed that the school only provides ELLs with a Freestanding ESL program. If a parent requests a Bilingual program for their child, administrators keep a record of the number of possible students who could be enrolled in such a program. However, parents are informed that until the school meets the minimum requirement of 20 students to establish a bilingual program, the child will be enrolled in a Freestanding ESL Program. The NYC Department of Education is informed if parents want a Transitional Bilingual Education or Dual Language program.
  - b. At this point, 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. 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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

3. The ESL Providers, Anna Lepore and Megan Carey, 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. 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.

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.

- o If students have been taking ESL classes in their previous schools in the 8th or 5th grade and have not passed the NYSESLAT exam, they are placed in ESL services.

- o If students took ESL classes the previous year at Bronx Latin and did not pass the NYSESLAT 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.

Once a student is administered the LAB R, and is deemed an ELL, the ESL Teachers, Anna Lepore and Megan Carey meet with parents to describe the options of programs available to their child. Parents are informed that if the school receives at least 20 beginning ELLs, a bilingual program will be created to accommodate their needs. If however, the school does not meet the required minimum of 20 students, parents are informed that their child will be placed in a freestanding ESL program. The ELPC screen in ATS is then updated to describe student LAB R status, parent choice, and placement.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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 and the ESL teachers review the data to assess the students who are beginners, intermediate, or advanced 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.

6. 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.) 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. [i](#)

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 (1%) request a Dual Language or Transitional Bilingual Education program at the time of intake. As stated before, these parents are advised to return to enrollment to seek appropriate placement for their child. In addition, the NYC Middle School Directory and the NYC High School Directory indicate that Bronx Latin only offers a Freestanding ESL program.

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 V: ELL Programming**

### **A. Programming and Scheduling Information**

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
    1. a. The organizational models utilized to deliver instruction to ELLs is a combination of Pull-out and Push-in ESL. There are two ESL teachers. The middle school ESL teacher pulls students out to deliver ESL classes and also pushes in mainly with the English or Social Studies teacher to provide extra support to the ELLs in the class. The high school ESL teacher does the same, but also pushes into some science blocks to provide literacy support for the ELLs.
    - b. ELLs are mixed in with non ELLs in their classes. However, for the most part, ELLs are grouped together in the same class in a grade so that the ESL teacher can pull them out at the same time and provide Push-in services at the same time. Since Bronx Latin is a small middle school and high school with only one provider in the lower and upper school this program model enables the ESL teachers to provide services to every child in every grade. Heterogeneous grouping requires that the ESL teachers differentiate their instruction and assist the teachers who they are pushing in with in this process.
2. 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)?
    2. a. In the middle school, students receive 360 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 360 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. Finally, Beginner ELLs also receive an additional 168 minutes of ESL instruction during morning tutoring.
      - 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, the ELA teacher 135 minutes per week, and the Living Environment teacher 135 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 135 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. In the 12 grade the ESL teacher pushes into the ELA class 180 minutes a week.
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 foster language development and meet the demands of the Common Core Learning Standards.
 

The content areas are delivered in English. In the specified content areas above, the ESL teachers pushes 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 Standards, 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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

ELLs are appropriately evaluated in all four modalities of English acquisition in various ways throughout the year. For example,

ELLs are taught how to express themselves orally using academic vocabulary in Socratic Seminars and daily class discussions. Teachers also use Bloom's Taxonomy and the Depth of Knowledge (DOK) chart when planning their lessons and questioning that lead into class discussions. Also, teachers refer to Section 3B of the Danielson Framework to ensure that all levels of ELLs are included throughout the discussion. In order to improve ELLs' reading and writing skills, teachers implement at least 3 writing units which culminate in 2 argumentative essays and 1 informational essay. Teachers use non-fiction texts to carry out these units.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. In order to make sure that SIFE students needs are met, the ESL teachers, Anna Lepore and Megan Carey, have been tutoring before or after school to target basic English acquisition skills such as phonics, the alphabet, sight words, etc.

Some of the strategies used by the ESL teachers are:

- Differentiating and translating content
- using tier graphic organizers and assignments
- utilizing Bloom's Taxonomy to level questions
- providing students with a 'reading buddy' who is fluent in their native language
- utilizing of Rosetta Stone and Achieve 3000 for English language acquisition

6b. 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.

6c. 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 at their level of language proficiency. Differentiation techniques listed above are implemented throughout the curriculum to augment all students' outcomes.

6d. 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.

7. 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. 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

8. 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 teachers utilize their 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:			
Social Studies:			
Math:			
Science:			

**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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

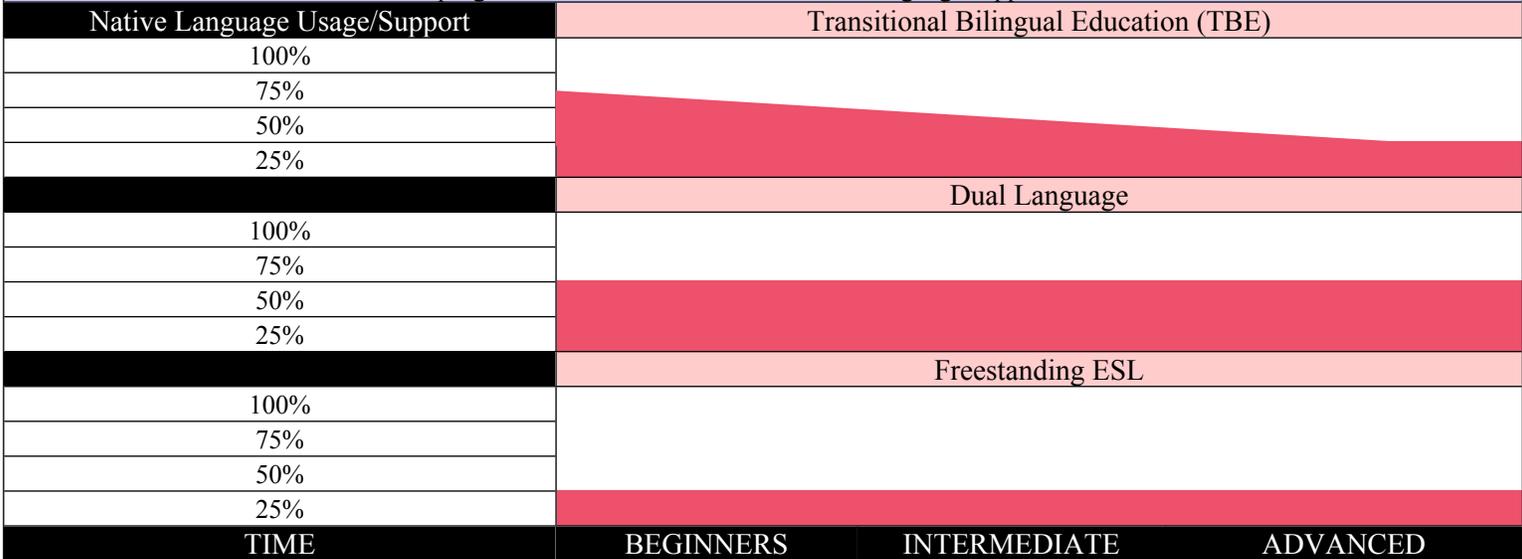
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. 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. 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.
- Before and after school tutoring in math and ELA for middle school and high school students.
  - 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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- According to the 2012 NYSESLAT data, 50% of middle school ELLs and 62.5% of high school ELLs made significant gains in their English proficiency levels. Out of the percentage of ELLs who did not make progress in the middle school, 28% have IEPs. Similarly, out of the percentage of ELLs who did not make progress in the high school, 37% have IEPs. This data reveals that the lack of gains may be due to learning disabilities.
11. What new programs or improvements will be considered for the upcoming school year?
11. In grades 6-12, three special education teachers have been added to the staff in order to target students who are both classified as ELL and have IEPs. This will ensure that these students receive the one-on-one attention necessary for their academic success. Additionally, students receive additional enrichment classes in both ELA and math classes in both the middle school and high school. These classes are meant to foster skills learned in ELA and math classes. The ELA enrichment classes utilize the Achieve3000 reading program. The math enrichment classes use Khan Academy to provide students with visual explanations of math word problems.
12. What programs/services for ELLs will be discontinued and why?
12. At this time, the Bronx Latin School will not be discontinuing any programs/services for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 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.
  - The Tutoring programs mentioned above are supported by Title III funding. After school tutoring takes place twice a week, on Mondays and Wednesdays, from 3:30 pm to 5:00 pm. Before school, tutoring takes place from 8:03 am to 8:45 am, Monday through Thursday in the middle school. In the high school, all students including ELLs are encouraged to meet with teachers for tutoring from 8:00 am to 8:45 am, Monday through Friday. Saturday Academy takes place from 9:00 am to 1 pm from February to May.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The following instructional materials are used to support ELLs:
    - High School
      - Prentice Hall Regents Preparation Books
      - Coach Regents Preparation Books
      - NYSESLAT Preparation Books
      - Khan Academy for Algebra, Geometry, and Trigonometry
      - Rosetta Stone
      - Achieve 3000
      - English Dictionaries and Bilingual dictionaries
      - Thesaurus

Middle School

- a. Coach Preparation for NYS ELA and Math Exams
- b. Common Core preparation books
- c. Empire State / NYSESLAT / Continental Press
- d. Khan Academy
- 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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

15. 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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

16. 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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

17. 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.

18. What language electives are offered to ELLs?

18. 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. In the 8<sup>th</sup> grade, native speakers of Spanish are offered a Spanish class that results in them taking the Spanish LOTE.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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 2012-2013 school year.

The following staff members received professional development during the 2012-2013 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 27-30, September 4&5, September 11, October 16, December 4, 2012, January 22, 2013.

o Differentiation Strategies - Four 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 2012-2013 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 2012-2013 school year. Some of the activities that were targeted were:

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

## **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
  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.

## **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 267 School Name: Bronx Latin School

Cluster: 5 Network: 562

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

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

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

Once the school staff determines parents' language needs, they are provided with translations of letters and other important documents to ensure they understand. They are additionally contacted via phone by the family worker, school secretary, or other schools personnel, such as teachers, who speak the language.

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

The majority of parents and guardians at the school are Spanish-speaking. There are a number of staff members who speak Spanish and are therefore able to communicate. If and when a parent is hearing-impaired, and in need of American sign language translation, a teacher on staff can provide this service. At weekly grade-wide team meetings, teachers, who also act as student advisors, share information with other staff members about the language spoken by their advisees' parents. Teachers make note of which parents need a translator in case they are unable to communicate with the parent in his/her native language.

## Part B: Strategies and Activities

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

Written translations of letters and any other form of paperwork are provided in addition to the English versions. In order to ensure that parents receive the information in a timely manner, teachers and/or staff call and confirm whether or not they received the information. These services are provided by in-house staff.

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.

Oral interpretation services are provided mostly by the family worker, the school secretary, the assistant to the school secretary and teachers. These services are provided in-house by school staff.

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>.

The school will fulfill Section VII of the Chancellor's Regulations by providing all notifications to parents in their home language. At the beginning of the school year, each child receives a student-parent handbook which is available in Spanish. This document includes all school and city-wide regulations. Parents are encouraged to use this document as a reference throughout the school year.

## 2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: Bronx Latin School	DBN: 12x267
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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 78
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: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 10

### 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: Immigrant students, including ELLs, at Bronx Latin are tracked based on ability and needs. Teachers work collaboratively in order to implement the strategies necessary for student success. Incoming students who are new to the country receive after-school tutoring and Saturday Academy and are pulled out of certain classes to receive more one-on-one attention and instruction. All instruction is delivered in English. The focus of the after school tutoring and Saturday academy for ELLs is language acquisition through content which is delivered through strategies such as previewing the text, preteaching vocabulary, and providing additional resources such as handouts that foster content through visuals aids, sentence starters, and modeled writing. The focus of these programs at Bronx Latin is to develop ELLs' reading and writing skills and ultimately teach these students how to write academic essays and formulate an argument both orally and written. To ensure that these students receive these supplementary services, there are 2 TESOL certified teachers who service the middle school and the high school respectively. Materials used include Achieve3000, NYSESLAT test prep books, bilingual dictionaries and visual aids. The instructional focus of the programs mentioned above is as follows: by using Achieve3000, students are able to improve their reading levels by reading differentiated texts that are aligned to their individual reading levels. The students' reading levels are determined by a diagnostic that provides teachers with students' individual lexile levels. Based on the data gathered, ESL teachers are able to create writing units which require students to be able to cite evidence and form arguments (CCLS requirement). The NYSESLAT test preparation books are used to improve students' abilities to listen, read, speak and write in English. Teachers use these books as a resource to enhance English comprehension and to prepare students for the NYSESLAT. Finally, the ESL teachers modify their instruction in order to ensure that students who are speakers of other languages acquire the skills necessary to be college and career ready. This is achieved by providing additional resources such as visuals, translations, differentiated texts, manipulatives, videos, and technology.

### 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: Professional development is provided to all ESL, general education and special education teachers in order to implement strategies that will facilitate these particular students' learning. At the beginning of the school year (one week prior to the official start date of school), teachers received professional development that focused on various strategies that target ELLs. On the first day of professional development, the ESL teachers delivered instruction on topics which include how to implement scaffolding strategies, leveled texts, and SIOP planning into teachers' daily lessons. This was done from 9am-12pm. On the second day of professional development, the ELA and ESL

**Part C: Professional Development**

teachers collaborately delivered instruction focused on how to implement higher level thinking and questioning into lessons, and how to construct argumentative and informational writing units. This session took place from 1:00pm-3:30pm. On the last day of professional development in August, the entire staff gathered in department meetings and implemented the strategies described above into their own units and lesson plans as the ESL teachers circulated and provided feedback to ensure that all ELLs would be serviced according to their needs and levels. The ESL teachers are Megan Carey and Anna Lepore and the ELA teacher is Danielle Ramsundar.

**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: At the Bronx Latin School, parent outreach is an integral part of the school's model and mission. When a new student is admitted, the ESL teachers conduct an interview with the student and parent(s) to better understand their background and language needs. As the months progress, parents are invited to attend team meetings to discuss their child's progress. In addition, the child's academic advisor reaches out on a biweekly basis to update the parents with their child's academic achievement and personal development. Every child has an academic advisor who serves as a liaison between the student, the teachers, and the parent.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		