



2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001):

12x267

School Name:

BRONX LATIN

Principal:

ANNETTE FIORENTINO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle School, High School School Number (DBN): 12x267
School Type: Title 1 Grades Served: 6-12
School Address: 800 Home Street, Bronx ,New York 10456
Phone Number: 718-991-6349 Fax: 718-991-6627
School Contact Person: Maria Rosario Email Address: Mrosario3@schools.nyc.gov
Principal: Annette Fiorentino
UFT Chapter Leader: Robert Peeples
Parents' Association President: Nelida Diaz
SLT Chairperson: Lynneve Nash
Student Representative(s): Suleymi Suarez , Brandon Sanchez

District Information

District: 12 Superintendent: Elaine Lindsay
Superintendent's Office Address: 1 Fordham Plaza, Room 842A, Bronx New York, 10458
Superintendent's Email Address: ELindse@schools.nyc.gov
Phone Number: 718-741-3157 Fax: _____

Cluster and Network Information

Cluster Number: Cluster 05 (New Visions) Cluster Leader: Debra Maldonaldo
Network Number: 212-645-5110 Network Leader: Barbara Gambino

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Annette Fiorentino	*Principal or Designee	
Robert Peeples	*UFT Chapter Leader or Designee	
Nelida Diaz	*PA/PTA President or Designated Co-President	
Iris Rosso	DC 37 Representative, if applicable	
Suleymi Suarez Brandon Sanchez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Lynneve Nash	UFT	
Anna Nelson	UFT	
Sonia Almestica	Parent	
Esperanza Rodriguez	Parent	
Ivette Rivera	Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
9. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
10. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
11. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Bronx Latin School is located in District 12 in the South Bronx. It is an unscreened public school enrolling 550 students in grades 6-12. Bronx Latin opened in 2004. The college preparatory school offers a challenging, college curriculum that is highly student centered to meet the needs of the overall population. Bronx Latin seeks to ground its students in a contemporary, classical education as preparation for successful college studies, responsible and engaged citizenship, and a rewarding life. A culture of high expectations and "no excuses" permeates all classrooms, in all disciplines, across all grades. Bronx Latin is rooted in a commitment to the community, and grounded in the love of learning. Bronx Latin had its first graduating class in the spring of 2011. Bronx Latin is part of the New Visions for Public Schools and has many partnerships and initiatives including becoming a part of the College Now program at Lehman College, Monroe College, hiring a full time college counselor from the College Bound Initiative, and is participating in the Accessing Algebra through Inquiry (a2i) program with the Silicon Valley Math Initiative.

Bronx Latin's strengths and accomplishments include a high school graduation rate in 2014 of 89%, significantly higher than that of peer schools in the neighborhood. 39% of our graduates graduated meeting the College Readiness metrics, compared with the Bronx average of only 19%. Bronx Latin has been an A rated school (both middle and high school) every year that the Progress Reports were issued, and this year enjoys an "Exceeding Target" rating in every category on the School Quality Report in the categories of Student Progress, Student Achievement, School Environment, and Closing the Achievement Gap. We have been visited by NYS Education Commissioner John King, NYS Regents Chancellor Merryll Tisch, and NYC Schools Chancellor Carmen Farina during the 2014 school year so that they could see the successes of Bronx Latin in person.

Although Bronx Latin has many strengths, it has challenges as well. Some of the challenges Bronx Latin is faced with is having more students score proficient on the Common Core exams, increasing the success of our students in AP classes and continue to have more of our students meet the College Readiness benchmarks, and continuing to maintain a high graduation rate with a population that serves 22% students with disabilities and 15% English language learners.

During the previous year we made growth in our student's proficiency rates on the 6 – 8th grade NY State Math and ELA assessments, and our graduation rate was the highest it has been in the history of our school, along with our college enrollment rate. We had more students graduate last year with college credits than we have in the history of Bronx Latin. This year, the prioritized school-wide instructional focus at Bronx Latin is: On-demand writing across content areas which include writing from sources and increased use of academic vocabulary. It also includes more "Math Talk" which intentionally builds more "Accountable Math Talk" into lessons through discussions and deeper dives into problems - focus on the process, not the right answer. The school instructional focus was derived from a close analysis of New York State standardized exams, formal and informal data, and a review of student work during weekly teacher grade and department team meetings/lesson studies. They are both levers for instruction that will yield increased rigor in the curriculum and increased student outcomes while strengthening 21st century skills. Our school-wide focus on student-to-student discussion, increased opportunities for student collaboration and presentation, application of higher order thinking skills, and increased use of technology – including Google Docs for writing, editing and sharing will lead to College/Career Readiness for high school students, and high school readiness for our middle school students.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Bronx Latin’s academic program combines the Common Core Learning Standards and New York State teaching standards into their curricula. Teachers are responsible for following these standards and basing their curriculum maps upon them. Teachers are constantly updating and refining the existing curriculum maps to ensure that tasks are rigorous across the grades and that multiple access points are provided for all students, including ELLs and SWDs, and for highest and lowest groups of students. All teachers at Bronx Latin implement a minimum of 3 Socratic Seminars in their classrooms, which combines student-led discussion with rigorous texts and allows students to practice using text to support an argument or claim. Teachers also teach two Argumentative Writing Units and one Informational Writing Unit that are aligned to Common Core Learning Standards. Math teachers use Performance Tasks in their classrooms, both an Initial Performance Task at the beginning of each unit and a Final Performance Task at the end of each unit to measure student growth. Bronx Latin has a partnership with College Bound Initiative, CBI, to ensure that the majority of our graduates have assistance with the college process their senior year. Bronx Latin offers three Advanced Placement Courses including AP English, AP Statistics, and AP US History and has partnered with the department of education’s APEX expansion initiative to ensure more success on AP exams. Bronx Latin also has a College Now partnership with Lehman College and students attend college courses at Monroe College as well, earning college credits while still enrolled at Bronx Latin. In addition to the Socratic Seminars, Bronx Latin is also known for its end of the year Exit Projects in grades 6 – 8 as students end of the year learning culminates in an Exit Project in both the Humanities and Math/Science. We are also supported by consultants from New Visions for our ELA and Math Departments and are participating in the Gates Grant as well as the federally funded a2i and g2i projects in Algebra and Geometry. In addition to inside the classroom, students at Bronx Latin have access to many Common Core aligned internet resources as well including www.ixl.com (for MS and HS Math) , www.iready.com (for MS ELA), and www.castlelearning.com (for MS Test and HS Regents preparation).

Priority needs for Bronx Latin this year include increasing students’ abilities to perform well when given On-demand writing tasks across content areas. This includes writing from sources and increased use of academic vocabulary. Bronx Latin has a goal in the 2014-15 school year that every teacher has an On Demand writing task occurring in their classrooms twice a month. Another priority academic need at Bronx Latin is to increase the “Math Talk” happening inside the math classrooms. By intentionally building more “Accountable Math Talk” into lessons through discussions and deeper dives into problems students are able to focus on the process instead of just the “right answer” and being able to justify and support their answers and claims. These goals are data driven. They were selected based on an assessment of student outcome data on summative NYS assessments and our continual review of student work during weekly teacher grade and department team meetings/lesson studies. The on demand writing focus will target Bronx Latin need areas – especially with our students who struggle with writing on the NY State Assessments including the 6 – 8 grade ELA assessments and in high school with our students who are struggling on the Global, US History, and English Regents exams.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

We will increase Rigorous Instruction at Bronx Latin by focusing on the following goals:

1. We will increase the number students in grades 6 – 8 approaching proficiency (Level 2) and reaching proficiency (Level 3) in Mathematics and ELA to 70% by June 2015
 2. Increase the number of students who pass the Global, US History, and English Regents by 10%.
- Increase the number of students who complete a minimum of one Advanced Placement class or College Now class at Lehman college by 5%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>In order to increase the proficiency on the middle school Mathematics and ELA exams and on the high school Regents exams, we will implement on our school wide instructional focus of more On Demand Writing in the classroom and increased Accountable Math Talk in order to increase rigor in the classrooms. We will also implement Saturday Academy, after school tutoring programs, and provide professional development for teachers in order to ensure success.</p>	<p>All students grades 6 – 12, especially ELL and SWD students</p>	<p>August 2014 – June 2015</p>	<p>Department leaders will oversee our strategies to increase rigorous instruction including Cathleen Hannigan (ELA), Caitlin McCaffrey (Math), Katarina Roman (Social Studies), and Marina Webb (Science)</p>
<p>1. To address the needs of students with disabilities and English language learners, the school has increased the number of Special Education and ESL teachers in order to ensure these students are better supported in the classroom and have access to the more rigorous instruction. The school has gone from 2 ESL teachers to 4 teachers, with 2 in the middle school and 2 in the high school. These teachers will be pushing into the content areas of ELA and Math in the middle school, and the Regents courses in the high school to increase student success. Bronx Latin has also departmentalized it’s Special Education department, with teachers that specialize in certain areas co-teaching in those content specialties and currently has 4 special education teachers in the middle school, 4 in the high school, and 1 who is both and acts as IEP coordinator. Through weekly meetings the teachers</p>	<p>6 – 12th grade students with IEPs and ELL students</p>	<p>September 2014 – June 2015</p>	<p>Department leaders will oversee this including Anna Lepore (ESL) and Lynneve Nash (Special Education)</p>

<p>gather to assess student success in the classroom and evaluate how to ensure the most progress with these target groups of students. The ESL Teachers and Special Education Teachers will deliver professional development around best practices for instructing and supporting ELL/SWDs in the classroom. The ESL/ Special Education Teachers will deliver Lesson studies within the Professional Learning Communities (Grade Team and Department meetings) to model best practices in ELL and Special Education instruction. The ESL and Special Education Teachers will attend regional Professional Development as needed to remain current with evolving best practices and techniques for supporting ELL/ SWDs.</p>			
<p>To increase parental involvement 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. Bronx Latin’s 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. 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. Open school nights will be hosted at Bronx Latin several times per year in order to encourage Parent visits and community partnerships. 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.</p>	<p>Parents of all 6 – 12th grade students</p>	<p>Year Round 2014-15 school year and Summer 2015</p>	<p>The DC37 Family Worker (Iris Rosso), the school Teacher Leaders, and the PA and SLT parent leaders</p>
<p>With the goal to increase rigorous instruction comes increased student success, and with administrators, teachers, parents, and students working together towards this goal, trust will be a key element. Because of the success of Bronx Latin, this trust is already in place and is a key in the knowledge that everyone is working together for the same goal – the success of Bronx Latin’s students.</p>	<p>6 – 12th grade students, parents, teachers, and administrators</p>	<p>Year round from September 2014 through the end of summer school in August 2015</p>	<p>Parent Leaders, Bronx Latin Administration, Teachers and Teacher Leaders, and all Bronx Latin Students</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Resources needed include content area specialists as well as ESL teachers and Special Education instructors. Guidance counselors assist students who are off-track and work with students to create action plans. Academic advisers also assist students in developing individualized graduation plans to achieve graduation from 8th or 12th grade, and earn an Advanced Regents Diploma. Testing coordinator is reviewing student transcripts to guarantee that all students are scheduled to take the appropriate Regents exams. Other resources include online learning resources including www.iready.com for MS ELA practice, www.ixl.com for common core aligned math instruction, and www.castlelearning.com for increasing the school’s Regents Exam success</p>

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA	x	Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Benchmarks to monitor progress towards the goal will include analyzing the On Demand Writing and Math Performance Tasks during Department meetings as part of the Bronx Latin Lesson Study protocol, with teachers working with a target group of students that include ELL and SWD students. Teachers will also conduct testing simulations and analyze the data in order to target areas where students are still struggling.

1. January 12 – 15, 2015 – HS Midterms - Simulations to prepare for January Regents and target Saturday Academy instruction
2. February 3 – 5, 2015 MS ELA Simulations – to prepare for April State Exams and target Saturday Academy instruction
3. February 10 – 12, 2015 MS Math Simulations – to prepare for April State Exams and target Saturday Academy instruction
4. March 9 – 13, 2015 HS Regents Simulations - to prepare for June Regents and target Saturday Academy instruction
5. March 10 – 12, 2015 MS ELA Simulations – to prepare for April State Exams and target Saturday Academy instruction
6. March 17 – 19, 2015 MS Math Simulations – to prepare for April State Exams and target Saturday Academy instruction
7. April 15 – 21, 2015 HS Regents Simulations - to prepare for June Regents and target Saturday Academy instruction
8. May 26 – 29, 2015 HS Finals - Simulations to prepare for June Regents and target Saturday Academy instruction

Part 6b. Complete in **February 2015.**

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|--|----------|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Bronx Latin prides itself on providing a supportive environment for its students. Students and parents are given a Handbook each fall. Expectations are clearly articulated and are reinforced verbally during Town Hall Meetings, daily student Advisory classes for all students in all grades, during Parent/Teacher Meetings and in regularly mailed parent correspondence. Teachers are expected to call parents regularly and maintain logs, and bring parents of students into weekly grade team meetings. The Family Worker makes home visits when students are not regularly attending, and, as the student population expanded over the past three years, the team of licensed Guidance Counselor has grown to three. Every counselor has a specified caseload of mandated students, at-risk students, and students who struggle academically and have attended summer school. Bronx Latin implemented a successful peer mediation program for its students. Bronx Latin has also contracted the College Bound Initiative (CBI) for the 2014-2015 school year to further student College exposure and strengthen the existing college application process. A full-time College Advisor is assigned to the school to shepherd and monitor students through the college selection/application process (including, but not limited to: SAT registration, CUNY/SUNY/Private college application process, Financial Aid/FAFSA completion, College Exposure through multiple trips and an onsite College Fair, and lower grade college awareness seminars. Bronx Latin also supports families by having an up to date website, www.bronxlatin.com, which is able to be translated into Spanish and a twitter feed to build a sense of community.

Our strengths in providing a supportive environment can be seen on the school’s Quality Report Snapshot, where for the 92% of students feel safe in hallways, bathrooms, and the cafeteria. In addition 90% of teachers would recommend this school to parents. 97% of students said there is a person or program that helps them resolve conflicts, and 98% of students said most of the teaching staff believes they can do well in school.

One area at the school that needs improvement according to the learning environment survey is that 69% of students believe the students treat each other with respect, and 74% believe students treat adults with respect.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will achieve results on our student learning environment survey that where 75% of students believe that students treat each other with respect, and over 80% of students treat adults with respect. Bronx Latin will increase the percentage of high school that enroll in college by 5% with the help of our partnership with CBI.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, 			

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<p>Students will continue with the Roads to Success program during advisory, accompanied with the Respect for All campaign in an effort to increase feelings of respect amongst students. Guidance counselors and advisors will continue peer to peer mediations.</p>	<p>All students 6 – 12th grade</p>	<p>September 2014 – June 2015</p>	<p>All advisors and all guidance staff including Cynthia Klebon (MS), Sarah Tierney (HS, and Milagros Cota (HS)</p>
<p>All students with disabilities and ELL students will have advisors (and co-advisors for students with disabilities) to help them feel safe and supported in the school environment.</p>	<p>All students with disabilities and ELL students in 6 – 12th grade.</p>	<p>September 2014 – June 2015</p>	<p>All advisors, including the special education teachers. Overseen by ESL Department head Anna Lepore and Special Education Department head Lynneve Nash</p>
<p>To increase parent involvement, teachers now have a designated amount of time to contact parents every week, and will bring parents of students who are struggling into the weekly team meetings. Advisors will contact the parents of their advisees at least once a month to keep them updated on what is going on at school, and see them at the 4 yearly parent teacher conferences.</p>	<p>All students 6 – 12th grade</p>	<p>September 2014 – June 2015</p>	<p>All advisors grades 6 – 12 and Parent Coordinators</p>
<p>Advisors will follow their advisories (looping) throughout their course of 6 – 8 and 9 – 12th in order to ensure better parent communication, closeness, and trust</p>	<p>All students grades 6 – 12, advisors, and parents</p>	<p>Ongoing</p>	<p>Advisors, administrators, parents, and students</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Advisors will need the curriculum that follows the Roads to Success and the Respect for all campaign. Teachers will be able to make parent phone calls as part of their union contract. The family worker will make home visits of students with issues, and the guidance department will support the students who are struggling the most outside and inside of school with at risk counseling and mediations to resolve conflicts.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

The learning environment survey will be distributed in Spring 2015, and the preliminary results of the survey released by the end of the school year, so that the school can make adjustments. The school will monitor progress and assess improvement with their own school survey before the learning environment survey is given in March/April 2015. In addition we will look for a 10% decrease in reported bullying incidents between students.

Part 6b. Complete in February 2015.

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|--|----------|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

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 collaboration. At the heart of Teacher growth is organic and sustained collaboration and inquiry related to Teacher practice. Therefore, Teacher growth will be supported through a combination of weekly Grade Inquiry Teams, Weekly Department Meetings, on-going Teacher intervisitation and debriefing, common planning periods, Lesson studies within Department meetings, Collaborative Team Teaching Classes with paired ESL and General Education Teachers as well as Special Education and General Education Teachers. In order to monitor the implementation of these methods, the Principals dashboard will need to serve a repository of meeting minutes, low-inference observations and statistical data. During the 2013-2014 School year, Teachers met weekly in grade level inquiry Team meetings where they conducted lesson studies, strategized to support students holistically and collaborated to plan interdisciplinary educational activities and conducted intervisitation and debrief feedback circles. Teachers met in department meetings once per month for content specific professional development. After meeting with the department leaders and reflecting on the needs of Teachers for regularly scheduled meetings in content areas to facilitate lesson, unit and curriculum mapping, the frequency of department meetings was adjusted from once per month to once per week. Google Apps for Education were also introduced to provide necessary resources for online student collaboration as well as remote and in-person Co-planning in the Google Drive. The Principal’s dashboard was introduced to collect relevant data on existing systems for Teacher collaboration and promote Teacher growth and development in line with 21st century needs.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will Increase the range of methods for Teachers collaboration by providing school-wide professional development to staff on an ongoing basis, and actively fostering a culture of respect and commitment to improvement throughout the school year. We will increase the number of teachers rated effective or highly effective to 75% by providing school-wide professional development to staff on an ongoing basis throughout the school year

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement 			

<ul style="list-style-type: none"> Activities that address the Capacity Framework element of Trust 			
By August 2014, Bronx Latin will create a School program with attention to the instructional Core, Academic Policy guide, and need for common planning periods and Teacher Team meetings.	All Teachers	August 2014, with evaluation each quarter	STARS Programmer, School Administration
Teachers will engage in meaningful Professional Development sessions on the Danielson Framework for Effective Teaching to develop a shared context for self-evaluation, reflection and peer-feedback on pedagogy.	All Teachers and Related Service Providers.	August 2014, with evaluations every 3 months.	Department Leaders and School Administration.
Teachers will engage in targeted Professional Development sessions on Co-Teaching, Co-Planning using Google Apps for Education to support collaboration, integration of technology in planning and instruction.	All Teachers and Related Service Providers.	August 2014, with evaluations every 3 months.	Special Education Department Chair.
Teachers will engage in Professional Development sessions on Academic Rigor and Instructional Strategies including Differentiation for ELLs, SWDs and the Lowest performing third of students.	All Teachers, Related Service Providers and Paraprofessionals.	August 2014, with evaluations every 3 months.	Special Education and ESL Department Chairs.
New Visions for Public Schools Partners Caroline Suh and Sarah Toguchi will provide instructional support (Lesson Planning, Unit Planning, Curriculum Mapping) and professional development support in ELA and Mathematics twice per month to all Teachers of ELA and Mathematics (6-12) including Special Education Teachers of ELA and Mathematics and ESL Teachers.	All ELA and Mathematics Teachers grade 6-12, Special Education Teachers of ELA and Mathematics and ESL Teachers.	Monthly from September 2014 to June 2015	New Visions Partners, ELA Department Chairperson, Mathematics Department Chairperson.
Teachers will meet weekly as members of Professional Learning Communities according to grade level (grade team meetings) and content specialty (department meetings) to support collaboration, inquiry and weekly professional development. Grade Team Leaders and Department Chairpersons will email meeting agenda's prior to the meetings, and utilize google apps for education to record and distribute meeting minutes to targeted email groups.	All Teachers, Related Service Providers and Paraprofessionals	Weekly from September 2014-June 2015	Grade Team Leaders and Department Chairpersons
Teachers will conduct four (4) intervisitation cycles (pre-observation conference, observation, and debrief conference) by December 2014 and utilize Google Apps for Education to record the low inference transcript and feedback. Grade Team and School Administration will monitor the completion of intervisitation and the feedback cycles through the Faculty dashboard and Principals dashboard respectively.	All Teachers	Once per month minimum from September 2014-December 2014	Grade Team Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- 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 Mrs. Nash
9. Guidance Counselors - Ms. Tierney, Ms. Klebon, Mrs. Cotta-Duran (bilingual)
10. Literacy Coach - Ms. Hannigan
11. Grade Team Leaders- Ms. Trencher (6th), Mrs. Nash (7th), Mrs. Nelson (8th), Ms. Darrow (9th), Caitlin McCaffrey (10th), Megha Singh (11th), Melissa Colon (12th)

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

New Visions Professional Development and Training will be funded through the Middle School Gates Grant in Literacy and Mathematics.

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).

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

The Principal Dashboard will serve as a repository of all documents related to Teacher Collaboration including inter-visitation transcripts, Professional Development Plans, Department and Grade Team Meeting Agendas and Meeting Minutes. The Dashboard collects quantitative and qualitative data for the purposes of supervision, goal setting, progress monitoring and goal revision as needed. The Dashboard is monitored daily by the School Administration. Longitudinal Progress will be assessed on an interim basis twice every quarter.

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The principal and leadership articulate a strong instructional focus for the staff, and have an extra four days of PD before the school year starts so that the staff has a cohesive vision before the school year starts. The principal also has a distributive leadership structure in the school. Structures/opportunities to distribute leadership to teachers abound. For the 2014-2015 the following leadership roles are in place: two Teacher Leaders, seven Grade Team Leaders, and nine Department Leaders (includes Special Education and ESL team leaders) Teacher leaders are expected to facilitate each weekly meeting, maintain agendas and minutes, and follow-up on the Next Steps determined by each team. Teacher leaders meet regularly with the Principal. There are also two separate Testing Coordinators, one of the high school and one for the middle school. The principal will provide ongoing Professional Development opportunities for teachers based on classroom observations. New teachers are given additional PD and coaching. Guidance Counselors and Literacy Coaches do additional observations of new teachers to provide them with actionable feedback. Bronx Latin will also take part in New Visions for Public Schools UTR (Urban Teacher Residency) to train and develop new teachers. All Bronx Latin teachers will participate in inter-visitations and lesson studies, monitored by leadership, to promote growth and a supportive environment for collaboration.

Our schools strengths in terms of effective school leadership are that according to the survey from the 2013-14 school year, 100% of teachers surveyed believe that the principal communicates a clear vision for the school, and 97% believe the principal believes all children can learn. 98% believe school leaders place high priority on the quality of teaching. 100% of the staff believes that the principal makes her plan for meeting instructional goals clear.

The priority need for the school can be seen in the school survey results in that only 77% of teachers believe school leaders provide time for collaboration among teachers and that 22% of teachers do not feel they have enough support in their content area.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

School leaders will provide teachers with more time for collaboration and meeting. Bronx Latin has always had weekly grade team meetings, but this year Bronx Latin will institute weekly department meetings as well to promote more collaboration among departments. By June 2015 90% of teachers surveyed will say they have enough time for collaboration. The teacher will also provide ongoing PD, along with support from New Visions teaching consultants so that teachers feel they are more supported in their content area and so that 90% of teachers when surveyed will say they receive support in their content area.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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<p>goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
By August 2014, Bronx Latin will create a School program with attention to the instructional Core, Academic Policy guide, and need for common planning periods and Teacher Team meetings. Teachers will engage in meaningful Professional Development sessions on the Danielson Framework for Effective Teaching to develop a shared context for self-evaluation, reflection and peer-feedback on pedagogy.	All Teachers	August 2014 – June 2015	School Administration including Annette Fiorentino (principal), Anna Nelson (teacher leader), and Lynneve Nash (teacher leader)
New Visions for Public Schools Partners Caroline Suh and Sarah Toguchi will provide instructional support (Lesson Planning, Unit Planning, Curriculum Mapping) and professional development support in ELA and Mathematics twice per month to all Teachers of ELA and Mathematics (6-12) including Special Education Teachers of ELA and Mathematics and ESL Teachers.	All ELA and Mathematics Teachers grade 6-12, Special Education Teachers of ELA and Mathematics and ESL Teachers.	Monthly from September 2014 to June 2015	New Visions Partners, ELA Department Chairperson, Mathematics Department Chairperson
Bronx Latin will increase parent involvement in school decisions through their monthly SLT meetings	Administrators, teachers, and SLT parent members.	Monthly from September 2014 to June 2015	Administrators, Teachers, and SLT parent members
This will help to facilitate trust through open communication, monthly meetings, and frequent communication through Google Apps for EDU between school leaders	School leadership	August 2014 to June 2015	Administrators and school leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Use of Google Apps for Education will lead to increased communication between all parties, including the principal being able to monitor and communicate with teachers via the Principals Dashboard, and teachers can communicate with administration via the Teachers Dashboard/ Faculty Webpage.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA		Title III	x	Grants

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015 when teacher surveys are administered and March 2015 when student surveys are administered school leaders will be able to monitor feedback in order to monitor progress towards goals

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|----------|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

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. In order to foster a more effective and inclusive school program, all stakeholders, particularly parents must be provided with varied points of access for communication with the school leaders and faculty. In order to facilitate fluid and continuous communication with parents, and increase parent involvement in school culture and management, the Bronx Latin school will create and update the school website complete with email links to all staff members, a twitter handle for social media contact. This increase in the range of communication mechanisms with parent is expected to increase the number of parents monitoring student progress and attending parent teacher conferences and grade team meetings. Presently, the Bronx Latin School utilizes Advisors as point persons for parent contact, often with Advisors looping with students to ensure continuity of the relationship between Parents and the school. Advisors are required to make weekly calls to families to inform them of school related activities and complete phone logs using Google Apps for Education. Advisors also serve as liaisons between families and the school. Bilingual Advisors (Spanish, French) are assigned to students from families who speak languages other than English. The school also employs Datacations and Skedula/ Pupil Path to provide Parents with direct access to student real time progress data, test scores and online access to Teachers within the school.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

1. Increase the amount of parent outreach and involvement in academic achievement as measured by a minimum of 50% of parents accessing the Pupil Portal (Datacations) to monitor student progress in order to provide a support network for students and a minimum of 50% of parents attending scheduled parent-teacher conferences.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 			

<ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
By September 18, 2014 Bronx Latin will host a “Meet the Teacher” event in which families will be invited to attend in class presentations introducing them to their child’s Teachers and introducing the course expectations and requirements for passing.	All Teachers, Families of students at Bronx Latin	September 2014	Grade Team Leaders and Department Leaders
Parents will receive a Parent version of the School Handbook in English or Spanish complete with an itemized calendar of school events for the school year during the 6 th and 9 th grade orientation, and during Meet the Teacher Night.	Families of Students at Bronx Latin	September 2014	Advisors, Grade Team Leaders
Parents and other stakeholders will be fully apprised of the events occurring at Bronx Latin, including Parent Teacher Conferences and Student Orientation by phone calls from Advisors, Teacher Leaders and family worker, letters mailed home and through visiting our new website at www.bronxlatin.com, following the school on Twitter as well as through the email links available on the website for Teachers and staff in the school during the full academic year.	Families of Students at Bronx Latin and other stakeholders	September 2014 – June 2015	Website Administrator, School Administration
Students within the Bronx Latin Chapter of the National Honor Society will volunteer to register parents for Datacations and provide translation support during new student orientation, Meet the Teacher Night and during subsequent Parent Teacher Conferences. Logs of Parent registration will be collected to	Families of Students at Bronx Latin and other stakeholders	September 2014 – June 2015	National Honor Society Chapter Leader (Faculty), School Administration
Families of speakers of languages other than English will be matched with bilingual faculty Advisors where possible to facilitate ease of communication between families and the school.	All Teachers, Families of students at Bronx Latin	September 2014-June 2015	School Administration, All Teachers
All Teachers will be required to document parent outreach using Google Apps for Education monthly, this quantitative and qualitative data will be collected for progress monitoring and goal setting in both the Faculty dashboard and Principal’s dashboard.	All Teachers	September 2014- June 2015	All Teachers
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%.	Families of Students at Bronx Latin and other stakeholders	September 2014- June 2015	Principal, teacher leaders, guidance counselors, advisors, teachers, and the family worker

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal – Ms. Fiorentino
- 2. Teacher Leaders - Mrs. Nelson and Mrs. Nash
- 3. Guidance Counselors - Ms. Tierney, Ms. Klebon, Mrs. Cotta-Duran (bilingual)
- 4. Grade Team Leaders- Ms. Trencher (6th), Mrs. Nash (7th), Mrs. Nelson (8th), Ms. Darrow (9th), Ms. McCaffrey (10th), Ms. Singh (11th), Ms. Colon (12th)
- 5. Family worker – Iris Rosso
- 6. National Honor Society Chapter Leader – Mrs. Nelson

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- 100% of September phone logs will reflect that Advisors called home to parents informing them of “Meet the Teacher Night”. 100% of Grade Team meeting Agendas and meeting minutes will reflect that Grade Team Leaders allocated 45 minutes during September grade team meetings for Advisor phone calls.
- 2. By October 2014, a minimum of 25% of parents will be registered in Datacations. Logs collected during Parent Teacher Conferences will be used to monitor the number of parents registered for Datacations.
- 3. By November 2013, 40% of parents will be registered in Datacations. Logs collected during Parent Teacher Conferences will be used to monitor the number of parents registered for Datacations.
- 4. 100% of November phone logs will show that Advisers called home to parents informing them of parent-teacher conferences.
- 5. By February 2014, 50% of parents will be registered in Datacations.
- 6. 100% of February phone logs will show that Advisers called home to parents informing them of parent-teacher conferences

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|---|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
|--|---|-----|--|----|

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	NYS Examination in ELA Arts results grades 6-8,NYS Regents scores, Interim Assessment/Simulation data, Identification within the lowest 1/3 of the student population or at risk populations including ELLs and SWDs.	Tutoring: 6-12 Grades after school, Achieve 3000, English Regents Tutoring, ESL Tutoring Saturday Academy, targeted data analysis	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
Mathematics	NYS Examination in Mathematics results grades 6-8,NYS Regents scores, Interim Assessment/Simulation data analysis, Identification within the lowest 1/3 of the student population or at risk populations including ELLs and SWDs.	Tutoring: 6-12 Grades after school, IXL mathematics program, Khan Academy Program, Algebra, Geometry, Algebra II/ Trigonometry Regents Tutoring Saturday Academy, targeted data analysis	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
Science	Simulation data analysis, Identification within the lowest 1/3 of the student population or at risk populations including ELLs and SWDs.	Earth Science/ Living Environment (HS and MS Accelerated Students)/Chemistry Tutoring	Small group	After school/ during the school day
Social Studies	Simulation data, Identification within the lowest 1/3 of the student population or at risk populations including ELLs and SWDs.	Global/ US History Tutoring	Small group	After school/ during the school day

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students whose attendance falls well below 92%, students will maladaptive behaviors, truants, students subject to suspension.	At-risk counseling	One-to-one/ small group	During the school day
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Section 7: Title I Program Information

Directions:

2. All schools must indicate their Title I status in Part 1
3. All elements of the *All Title I Schools* section must be completed in Part 2
4. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
5. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
6. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
7. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
x	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. 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.

For retention, Bronx Latin implements distributive leadership, where all members feel they are important members of the school community and weigh in on important decision making. Teachers will be given a survey in February of 2015 to let the principal know their Declaration of Intent, and whether or not they plan to stay. Principal will meet with teachers one on one to discuss their decisions. 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 three 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 inter-visitations.

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.

2b. 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), 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.

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. The math departments is also supported by Sophie Knowles from New Visions, who works specifically with the middle school math teachers. 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.

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 dc 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.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

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

The 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. The 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 the 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, the school will:

- A.** 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 School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- B.** engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- C.** ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- D.** 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;
- E.** 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 the school and will work to ensure that the 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.;
- F.** 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;
- G.** 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;
- H.** host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- I.** 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;
- J.** translate all critical school documents and provide interpretation during meetings and events as needed;
- K.** 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;

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

1. holding an annual Title I Parent Curriculum Conference;
2. hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
3. encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
4. supporting or hosting Family Day events;
5. establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
6. encouraging more parents to become trained school volunteers;
7. providing written and verbal progress reports that are periodically given to keep parents informed of their

- children's progress;
- 8. developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- 9. providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

Bronx Latin, 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.

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:

- a. using academic learning time efficiently;
- b. respecting cultural, racial and ethnic differences;
- c. implementing a curriculum aligned to the Common Core State Learning Standards;
- d. offering high quality instruction in all content areas;
- e. 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:

- a. conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- b. convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- c. 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;
- d. 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;
- e. 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;
- f. involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- g. providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- h. 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:

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

Provide general support to parents by:

- A.** creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- B.** 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);
- C.** sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- D.** supporting parental involvement activities as requested by parents;
- E.** 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;
- F.** 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;

Parent/Guardian Responsibilities:

1. 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;
2. 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;
3. check and assist my child in completing homework tasks, when necessary;
4. read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
5. set limits to the amount of time my child watches television or plays video games;
6. promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
7. encourage my child to follow school rules and regulations and discuss this Compact with my child;
8. volunteer in my child's school or assist from my home as time permits;
9. participate, as appropriate, in the decisions relating to my child's education;
10. communicate with my child's teacher about educational needs and stay informed about their education by

prompting reading and responding to all notices received from the school or district;

11. respond to surveys, feedback forms and notices when requested;
12. become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
13. 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;
14. 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;
15. share responsibility for the improved academic achievement of my child;

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 [i](#).

Part I: School ELL Profile

1. School Information [i](#)

District 12	Borough Bronx	School Number 267
School Name Bronx Latin School		

2. Language Allocation Policy Team Composition [i](#) 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 Annette Fiorentino	Assistant Principal type here
Coach Cathleen Hannigan	Coach type here
ESL Teacher Megan Carey	Guidance Counselor Sarah Tierney
Teacher/Subject Area Anna Lepore/ESL Teacher	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other Maria Rosario
Network Leader(Only if working with the LAP team) type here	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	445	Total number of ELLs	56	ELLs as share of total student population (%)	12.58%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class							1	1	1	1	1	1	1	7
Push-In							2	1	1	4	4	4	4	20
Total	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	15	2	3	13	0	5	28	0	12	56

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	15	2	3	13	0	5	28	0	12	56
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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
TOTAL	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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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.
 - 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:
 1. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 2. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 3. 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.

4. 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](#).)

5. 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.

6. For dual language programs, answer the following:

1. How are the English-proficient students (EPs) assessed in the second (target) language?
2. What is the level of language proficiency in the second (target) language for EPs?
3. How are EPs performing on State and City Assessments?

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

4. 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. [①](#)

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

1. 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*](#))
 1. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 2. 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)?
1. 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.
2. 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.
3. 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.
4. 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.

5. How do you differentiate instruction for ELL subgroups?

1. Describe your instructional plan for SIFE.
2. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
3. Describe your plan for ELLs receiving service 4 to 6 years.
4. Describe your plan for long-term ELLs (completed 6+ years).
5. 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.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

7. ELLs identified as also needing special education services are served as per the mandates on their Individualized Education Plans (IEPs). These students receive both services and are invited to all academic intervention services available (before or after-school tutoring and Saturday Academy). In order to ensure that all students that are both ELLs and SWDs, the ESL teachers, the principal and the Special Education team meet at the start and throughout the school year to schedule times and devise a plan when the ELLs-SWDs within the community are offered the services as per their IEP mandates. The ESL teachers schedule push-in times and pull-out periods to target these students and, through the use of technology, such as Achieve 3000, implement differentiation strategies that target each student's needs. Due to the lack of a Transitional Bilingual Education program at Bronx Latin, students whose mandates state they should be in this program are referred to the NYC Department of Education Enrollment to assist them in finding a placement.

7. 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:

1. classes that are taught in English using books in the native language
2. heritage classes
3. 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

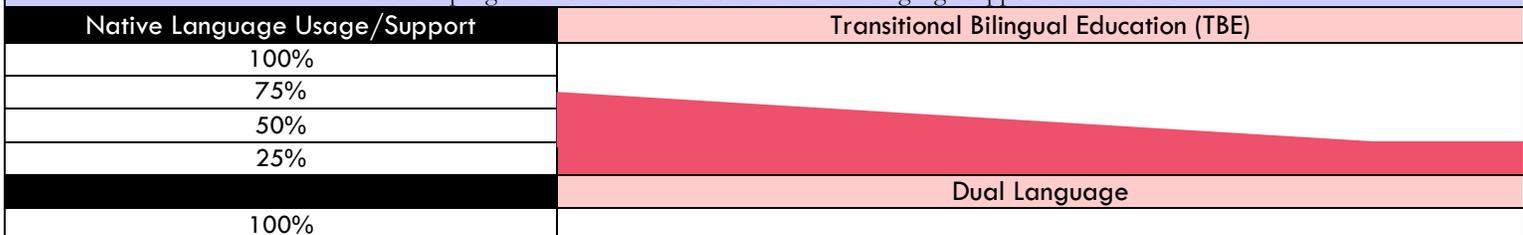
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

2. Programming and Scheduling Information--Continued

4. 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.
5. 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.
6. 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.
7. 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.
8. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. a. ELLs are invited to participate to all curricular and extracurricular programs. For example, Bronx Latin offers before and after school tutoring provided by ESL teachers for ELLs. Saturday Academy classes are taught by content area teachers and ESL teachers who Push-in. ELLs are invited via letters that are translated and backpacked home, followed by parent outreach by the ESL teacher or content area teacher to provide parents further explanation of program. All ELLs are also invited to participate in clubs and teams after school such as sports, robotics, student council/community service, and Amnesty International.
- b. The Tutoring programs mentioned above are supported by Title III funding. After school tutoring takes place twice a week, on 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.
9. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. a. 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
- 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.

10. 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.

11. 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.

12. 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.

13. 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 8th grade, native speakers of Spanish are offered a Spanish class that results in them taking the Spanish LOTE.

14. For schools with dual language programs:

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

Paste response to questions here:

3. 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.

4. 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.

5. 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

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

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.



Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

1. **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.
 1. The Title III supplemental instructional services must be based on student need
 2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 3. 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.
 4. Teachers providing the services must be certified bilingual education and/or ESL teachers.
2. **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 1. Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 1. These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: Bronx Latin	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: 82 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: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 20

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

1. rationale
2. subgroups and grade levels of students to be served
3. schedule and duration
4. language of instruction
5. # and types of certified teachers
6. 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 from 2:35 to 3:45 and Saturday Academy from 9 am to 1 pm 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 visual 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 4 TESOL certified teachers who service the middle school and the high school respectively. Materials used include NYSESLAT test prep books, bilingual dictionaries and visual aids. The instructional focus of the programs mentioned above is as follows: 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.

7. rationale
8. teachers to receive training
9. schedule and duration
10. topics to be covered
11. 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 12:30-2:30. 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. In addition, on October 29, 2014 from 2:35 to 5 PM the ESL teachers administered a Professional Development on Differentiation to provide further guidance on planning instruction for diverse classrooms. The ESL teachers are Matthew De Leo, Sante Mastriana, Anna Lepore and Bruno Borges.

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.

- 12. rationale
- 13. schedule and duration
- 14. topics to be covered
- 15. name of provider
- 16. 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. At the beginning of the school year, on October 7, 2014 an informational session was held after school from 3:30 to 4:30 pm to discuss the ESL Program option offered at Bronx Latin. This session was held by the ESL Department in both Spanish and English; in addition, supplementary materials were provided in both languages. Speakers of low incidence languages were welcomed by students who were able to translate if necessary (Bengali, French). 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)	_____	_____
1. Per session		
2. Per diem		
Purchased services	_____	_____
1. High quality staff and curriculum		

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.
development contracts.		
Supplies and materials 2. Must be supplemental. 3. Additional curricula, instructional materials. 4. Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____