

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **12X267**

School Name: **BRONX LATIN**

Principal: **ANNETTE FIORENTINO**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Bronx Latin School Number (DBN): 12x267
Grades Served: 6-12
School Address: 800 Home Street, Bronx NY 10456
Phone Number: 718-991-6349 Fax: 718-991-6627
School Contact Person: Annette Fiorentino Email Address: afiorentino2@schools.nyc.gov
Principal: Annette Fiorentino
UFT Chapter Leader: Philip Davies
Parents' Association President: Nelida Diaz
SLT Chairperson: Lynneve Nash
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Nelida Diaz
Student Representative(s): Briana Almestica
Alexander Diaz

District Information

District: 12 Superintendent: Juan Mendez
Superintendent's Office Address: 30-48 Linden Place Flushing, NY, 11354
Superintendent's Email Address: JMendez2@schools.nyc.gov
Phone Number: 718-281-7696 Fax: 718-281-7519

Borough Field Support Center (BFSC)

BFSC: Affinity Group Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston Street Brooklyn, NY
Director's Email Address: AAnorma@schools.nyc.gov
Phone Number: 718-935-5618 Fax: 718-935-5941

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Philip Davies	*UFT Chapter Leader or Designee	
Nelida Diaz	*PA/PTA President or Designated Co-President	
Iris Rosso	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Briana Almestica	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Alexander Diaz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lynneve Nash	UFT	
Anna Nelson	UFT	
Sonia Almestica	Parent	
Gretchen Soto	Parent	
Katty Deschamps	Parent	
Esabel Maldonado	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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 has also partnered with New Visions to have teachers participate in their CLASS (Collaborative Leadership to Advance School Success), and UTR (Urban Teacher Residency) program in English and Special Education, and will be participating in the Math UTR program for the 2015-16 school year. We have been visited by former NYS Education Commissioner John King, NYS Regents Chancellor Merrill Tisch, and NYC Schools Chancellor Carmen Farina during the 2014-15 school year so that they could see the successes of Bronx Latin in person.

Bronx Latin is a school with student populations with many different learning needs. Our school serves a population of students where approximately 22% are students with disabilities and 15% are English language learners. 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. Implementation of our school's goals of increased accountable math talk on demand writing across grades 6-12 leads to coherence in instruction, and enables all teachers to work collaboratively toward ensuring the instructional shifts are in place for all students, including ELLs and SWDs. Our school employs 4 ESL teachers and 9 departmentalized Special Education teachers to ensure that our SWDs and ELLs have access to curriculum. Teachers use data to ensure multiple access points for all Bronx Latin students. Students are taught to use rubrics to assess their writing and presentations, and trained in protocols for peer review/editing and discussion techniques. Use of Google Docs for writing enables students to seamlessly edit and share their work with peers. Socratic Seminars (a minimum of 3 per year per teacher) and Exit Projects in Humanities and STEM (grades 6-8) are examples of opportunities for students to expand their capacity to engage in rigorous academic discussions

Within the Framework for Great Schools our school has made the most progress with Collaborative Teachers with an overall score of 95. Our highest scores were in the category of Professional Community and Inclusive Instructional Practices with a 99 for collective responsibility, 99 on peer collaboration, a 98 for innovation and focus on student learning, and a 97 for inclusive classroom instruction and reflective dialogue. On our Quality Review for 2014-15 Bronx Latin scored a Well Developed in 4.2 with regards to Teacher Teams and how well teachers work with one another. Within the Framework for Great Schools our key area of focus is Rigorous Instruction in which our school had a score of 66. Bronx Latin scored a 94(literacy) and 91(math) with implementing the Common Core shifts, a 95 for course clarity, a 91 for quality of student discussion, and was rated Well Developed for QR indicator 2.2 for Assessment. However Bronx Latin received Proficient scores for 1.1 Curriculum and 1.2 Pedagogy. This clearly shows that although the school has put much work into our Curriculum and Pedagogy, this must be our key area of focus for 2015-16.

12X267 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	545	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	15	# SETSS	3	# Integrated Collaborative Teaching
				35
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	19	# Drama
				N/A
# Foreign Language	8	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	89.0%	% Attendance Rate		91.2%
% Free Lunch	89.9%	% Reduced Lunch		2.5%
% Limited English Proficient	15.7%	% Students with Disabilities		23.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		23.7%
% Hispanic or Latino	74.6%	% Asian or Native Hawaiian/Pacific Islander		1.0%
% White	0.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		22.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.9%	Average Teacher Absences (2013-14)		5.53
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	14.3%	Mathematics Performance at levels 3 & 4		19.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		29.9%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	72.9%	Mathematics Performance at levels 3 & 4		63.9%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	97.9%	% of 2nd year students who earned 10+ credits		89.1%
% of 3rd year students who earned 10+ credits	90.2%	4 Year Graduation Rate		89.3%
6 Year Graduation Rate	84.3%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

Within the Framework for Great Schools our key area of focus is Rigorous Instruction in which our school had a score of 66. Bronx Latin scored a 94 (literacy) and 91 (math) with implementing the Common Core shifts, a 95 for course clarity, a 91 for quality of student discussion, and was rated Well Developed for QR indicator 2.2 for Assessment. However Bronx Latin received Proficient scores for 1.1 Curriculum and 1.2 Pedagogy. This clearly shows that although the school has put much work into our Curriculum and Pedagogy, this must be our key area of focus for 2015-16.

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 during weekly department meetings 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 teachers redesigning and revamping curriculum maps, including turning them into “live” documents with links to the tasks and formative assessments included, and more UBD and backwards planning in designing the maps. Goals also are similar to last years including to continue the focus on On Demand Writing and Accountable Math Talk. By focusing on this we will continue 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. 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. Teachers will also chose Focus Students throughout the year which will include 2 general education, 2

SWDs, and 2 ELLs for their weekly inquiry work in team meetings in order to track and assess progress being made towards goals.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In school year 2015-16, Bronx Latin will increase Rigorous Instruction by focusing on the following goals:

- Increase the number students in grades 6 – 8 approaching proficiency (Level 2) and reaching proficiency (Level 3) in Mathematics and ELA on the New York State Assessments which will be administered in April 2016 to 75% by June 2016.
- Increase the number of students who pass the Common Core Algebra, Global, US History, and English Regents by 10% by June 2016.
- Increase the number of students who complete a minimum of one Advanced Placement class or College Now class at Lehman college by 5% by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>In order to increase the proficiency on the middle school Mathematics and ELA exams and on the</p>	<p>All students grades 6 – 12,</p>	<p>August 2015 – June 2016</p>	<p>Department leaders will oversee our strategies to increase</p>

<p>high school Regents exams, we will continue to 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>especially ELL and SWD students</p>		<p>rigorous instruction including Cathleen Hannigan (ELA), Caitlin McCaffrey (Math), Katarina Roman (Social Studies), and Ashley Almonte (Science)</p>
<p>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 4 ESL 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 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>6 – 12th grade students with IEPs and ELL students</p>	<p>August 2015 – June 2016</p>	<p>Department leaders will oversee this including Anna Lepore (ESL) and Lynneve Nash (Special Education)</p>
<p>Parents will be given information for how their students can access rigorous curriculum at home including through Google Sites access to work from teachers, Castle Learning, iReady, and ixl so that students have access to instruction outside the classroom. To increase parental involvement Teacher representatives will meet with the President of the Parent Association and Parent Representatives during monthly School</p>	<p>Parents of all 6 – 12th grade students</p>	<p>Year Round 2015-16 school year and Summer 2016</p>	<p>The DC37 Family Worker (Iris Rosso), the school Teacher Leaders, and the PA and SLT parent leaders</p>

<p>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>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 2015 through the end of summer school in August 2016</p>	<p>Parent Leaders, Bronx Latin Administration, Teachers and Teacher Leaders, and all Bronx Latin Students</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>In order to achieve this goal, Bronx Latin will use all its human resources, especially it’s ESL and Special Education teachers to further differentiate but to also increase the rigor of instruction. We will utilize our partnership with New Visions as well and their instructional specialists. Teachers will be given the opportunity to develop their pedagogy by conducting weekly lesson studies at Bronx Latin, attending professional development at Bronx Latin, The Affinity Group, and New York City Department of Education.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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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.

- January 11 – 15, 2016 – HS Midterms - Simulations to prepare for January Regents and target Saturday Academy instruction
- February 1 – 5, 2016 MS ELA Simulations – to prepare for April State Exams and target Saturday Academy instruction
- February 8 – 12, 2016 MS Math Simulations – to prepare for April State Exams and target Saturday Academy instruction
- March 7 – 11, 2016 HS Regents Simulations - to prepare for June Regents and target Saturday Academy instruction
- March 14 – 18, 2016 MS ELA Simulations – to prepare for April State Exams and target Saturday Academy instruction
- March 21 – 24, 2016 MS Math Simulations – to prepare for April State Exams and target Saturday Academy instruction
- April 11 – 15, 2016 HS Regents Simulations - to prepare for June Regents and target Saturday Academy instruction
- May 23 – 27, 2016 HS Finals - Simulations to prepare for June Regents and target Saturday Academy instruction

By February 29, 2016 Bronx Latin will have conducted an analysis of January Regents, Midterms, and Middle School Simulations to determine the instructional needs of the students with the goal of a 20% pass rate. Parent outreach will be conducted to share this information with parents, students will receive invitations to Saturday Academy, and instructional interventions will be scheduled for students at-risk. Bronx Latin looks to increase the pass rate to 50% after analysis of the March simulations, by March 30, 2016. Bronx Latin will look to see a 10% increase in the number of ELL and SWD students passing simulations between February and March after targeted tutoring and AIS for these students.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Bronx Latin prides itself on providing a supportive environment for its students. Students and parents are given a copy of the School Handbook each fall in English or a translated version available in Spanish. Expectations are clearly articulated during the 6th grade and 9th grade Orientations in the fall. These tenets are further reinforced verbally during Grade level Town Hall Meetings, daily student Advisory classes for all students in all grades, during Parent/Teacher Meetings and in regularly mailed parent correspondence. Each student is assigned an Advisor, a Teacher to serve as a point person, advocate and first line of contact throughout the school year. The advisory framework has successfully supported students by providing personal attention and support. This was highlighted by a score of 92% in the area of personal attention and support in the Framework for Great Schools Report 2015. The advisory program at Bronx Latin culminates in an outward bound trip which is funded by Bronx Latin. Outward Bound’s expeditionary learning approach is an educational framework that emphasizes high achievement through active learning, character development and teamwork – across diverse learning environments.

All Teachers are expected to call parents regularly and maintain phone logs, and bring parents of students into weekly grade team meetings. To quantify, monitor and increase the rate of parent outreach, the Bronx Latin school has created outreach targets for all Teachers, in all grade levels, and utilized Google Apps for Educations forms to record and compute parent outreach totals, reasons for contact and next steps. Fluid and frequent communication between home and school has strengthened the Parent and School’s working relationship in support of each child. The success of these measures is reflected in a score of 100% in the social emotional measure in the 2015 Quality Review. Bronx Latin far exceeded the state average in next-level guidance and press to academic achievement with a score of 95% in each category. Students are taught rigorous curriculum and provided with a range of accelerated courses, AP and College Now courses that challenge their intellect, and place them on the path to High School and College Readiness. 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. The Family Worker makes home visits when students are not regularly attending, and, as the student population has 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 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 continued improvement according to the Framework for Great Schools Reports 2015 is peer interactions and peer support for academic work, since both received scores of 88% and 84% respectively. In both areas, Bronx Latin exceeded its projected ratings by greater than 15%.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Bronx Latin will augment the results on our student learning environment survey such that 75% or more 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 students that enroll in college by 5% with the help of our partnership with CBI and CFES.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
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.	All students 6 – 12 th grade	September 2015– June 2016	All advisors and all guidance staff including Cynthia Klebon (MS), Sarah Tierney (HS, and Milagros Cota (HS)
All students with disabilities and ELL students will have bilingual advisors (and/or co-advisors for students with disabilities) to help them feel safe and supported in the school environment.	All students with disabilities and ELL students in 6 – 12 th grade.	September 2015 – June 2016	All advisors, including the Special Education Teachers. Supervised by ESL Department Head Anna Lepore and Special Education Department Head Lynneve Nash
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	All students 6 – 12 th grade	September 2015 – June 2016	All advisors grades 6 – 12 and Parent Coordinators

school, and see them at the 4 yearly parent teacher conferences.			
Advisors will follow their advisories (looping) throughout their course of 6 – 8 and 9 – 12 th in order to ensure better parent communication, closeness, and trust.	All students grades 6 – 12, Advisors, and Parents	Ongoing	Advisors, Administrators, Parents, and Students

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 during weekly scheduled grade team meetings. The family worker will make home visits of students with attendance issues, and the guidance department will support the students who are struggling most outside and inside of school with at risk counseling and mediations to resolve conflicts. Bronx Latin will utilize a combination of Human Resources, teachers and consultants, professional development,											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The learning environment survey will be distributed in the 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 of school survey before the learning environment survey is given in March/April 2016. In addition we will look for a 10% decrease in reported bullying incidents between students.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Within the Framework for Great Schools, Collaborative Teachers was our area of strength with a score of 95. Under the section rating our Inclusive Instructional Practices we received a 95 for cultural awareness and a 97 for inclusive classroom instruction. Under professional development we received a score of a 92 for the quality of our professional development. Bronx Latin received a 98 for a rating with regards to school commitment. And under the category of Professional Community, Bronx Latin received a 98 for innovation, a 97 for reflective dialogue, a 99 for peer collaboration, 98 for focus on student learning, and a 99 on collective responsibility. This was an area on the Bronx Latin 2014-15 Quality Review in which Bronx Latin scored a Well Developed.

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 as a repository of meeting minutes, low-inference observations and statistical data. During the 2014-2015 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 week for content specific professional development. After meeting with the department leaders in June 2014 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Bronx Latin will increase the range of methods for teacher collaboration by providing school-wide professional development to staff on an ongoing basis. Bronx Latin will actively foster a culture of respect and commitment to improvement throughout the school year. Bronx Latin 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>By August 2015, 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.</p>	<p>All Teachers</p>	<p>August 2015, with evaluation each quarter</p>	<p>STARS Programmer, School Administration</p>
<p>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.</p>	<p>All Teachers and Related Service Providers.</p>	<p>August 2015, with evaluations every 3 months.</p>	<p>Department Leaders and School Administration.</p>
<p>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.</p>	<p>All Teachers and Related Service Providers.</p>	<p>August 2015, with evaluations every 3 months.</p>	<p>Special Education Department Chair.</p>
<p>Bronx Latin teachers will engage in professional development and weekly department meetings where they will learn and continue to grow in strategies to address the needs of English language learners, students with disabilities, and other high need student groups. Professional development will include strategies for differentiating and scaffolding lessons and assessments to engage all learners.</p>	<p>All Teachers and Related Service Providers.</p>	<p>August 2015, with evaluations every 3 months.</p>	<p>Administration, Department Leaders, ESL Department Chair, and Special Education Department Chair</p>
<p>Bronx Latin will engage families and build their capacity for understanding the Collaborative Teachers Framework element by inviting parents on a weekly basis to grade team meetings held every Monday after school, where they will meet with their student's teachers and service providers to discuss and evaluate current teaching strategies being used to engage their student in learning.</p>	<p>All Teachers, Related Service Providers, and Parents</p>	<p>August 2015, with weekly Parent-Teacher meetings on Mondays</p>	<p>Administration, Department Leaders, and Grade Team Leaders</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- 1 Principal
2. Assistant Principal
3. Math Department Chairperson
4. Language Department Chairperson
5. English Department Chairperson
6. Social Studies Department Chairperson
7. Science Department Chairperson
8. ESL Department Chairperson
9. Teacher Leaders
10. Guidance Counselors
11. Literacy Coach
12. Grade Team Leaders
13. Special Education Department Chairperson

The use of teacher per session and per diem as well as instructional resources will be used to achieve this goal.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The Principal Dashboard will serve as a repository of all documents related to Teacher Collaboration including inter-visitiation 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 a needed. The Dashboard is monitored daily by the School Administration. Longitudinal Progress will be assessed on an interim basis twice every quarter. The principal will collate data by January 29, 2016 as a benchmark to measure school's progress toward the goals, with 50% of the teachers already in the Effective/ Highly Effective range by this date and 25% of the teachers moving from Developing into the Effective/Highly Effective category by March 30, 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to the Framework for Great Schools report for 2015, Effective School Leadership is a strong area for Bronx Latin with a score of an 88. Within the Framework in the category for Inclusive/facilitative leadership Bronx Latin scored a 93 for inclusive principal leadership, a 92 for teacher influence, and a 99 for program coherence which shows a strong community with heavy leadership split between administrators and teachers/teacher leaders. With regards to Instructional Leadership, Bronx Latin scored a 99 under Principal instructional leadership, showing that administration at Bronx Latin has strong, clear goals that are perceived as effective. Bronx Latin’s scores are substantially higher than the citywide average scores, especially with regards to teacher influence (Bronx Latin 99 compared to a Citywide Average of 71) and with regards to principal instructional leadership (Bronx Latin 99 compared to a Citywide Average of 85).

The principal and assistant principal 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 of Bronx Latin’s goals 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 2015-2016 the following leadership roles are in place: two Teacher Leaders (one for middle school and one for high school), 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 also takes part in New Visions for Public Schools UTR (Urban Teacher Residency) to train and develop new teachers, and for the 2015-16 school year will be training and mentoring 3 new math teachers, turning 3 of our current math teachers into the role of mentor as well. 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 school survey from the 2013-14 school year (most currently released survey), 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. This need has been improved upon during the 2014-15 school year and will continue to grow as the UFT contract leaves more time for teachers to meet every week in both grade team meetings and department meetings.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

School leaders will provide teachers with more time for collaboration and meeting after school every week, with 80 minutes for grade team meetings and parent outreach on Mondays, and 70 minutes of department meetings for inquiry work and curriculum development on Tuesdays. By June 2016, 92% 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 92% of teachers when surveyed will say they receive support in their content area.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>By August 2015, 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.</p>	<p>All Teachers</p>	<p>August 2015 – June 2016</p>	<p>School Administration and Teacher Leaders</p>
<p>The Bronx Latin Literacy Coach, will provide instructional support not only for ELA but promoting literacy skills across Science and Social Studies classrooms as well. New Visions for Public Schools Partners will provide f ELA and MAThematics thematics and ELA Special Education Teachersion conference, observation and debrief) 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)</p>	<p>All Teachers</p>	<p>Weekly from September 2015 to June 2016</p>	<p>Literacy Coach, New Visions Partners, ELA Department Chairperson, Mathematics Department Chairperson</p>

including Special Education Teachers of ELA and Mathematics and ESL Teachers.			
Bronx Latin will increase parent involvement in school decisions through their monthly SLT meetings	Administrators, teachers, and SLT parent members.	Monthly from September 2015 to June 2016	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 2015 to June 2016	Administrators and Teacher Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Use of Google Apps for Education and Datacation will lead to increased communication between all parties, including the principal being able to monitor and communicate with teachers via the Principals Dashboard. Teachers can communicate with administration and share documents/ data via Google. The Bronx Latin website, Teachers Dashboard, Bronx Latin Handbook, the Bronx Latin calendar, and Faculty Webpage ensure that communication of all types is shared with all stakeholders. A combination of human resources, instructional resources, teacher per session, supervisor per session, and per diem will support our action plan.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016 teacher surveys will be administered. By March 2016, school leaders will be able to monitor grade team meeting and department meeting minutes and receive feedback in order to assess progress towards goals and make adjustments to the action plan if necessary.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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 Datacation 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.

The success of the Parent outreach framework is evident in the Framework for Great Schools Report in which Bronx Latin received a score of 97% in Teacher outreach to parents. One area for improvement highlighted on the report was Parent involvement in the school in which we scored 77%. Although, Bronx Latin exceeded the citywide average by more than 10%, we will continue to provide multiple avenues for Parent participation and engagement in the school community.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

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

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>By September 18, 2015 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</p>	<p>All Teachers, Families of students at Bronx Latin</p>	<p>September 2015</p>	<p>Grade Team Leaders and Department Leaders</p>
<p>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 6th and 9th grade orientation, and during Meet the Teacher Night.</p>	<p>Families of Students at Bronx Latin</p>	<p>September 2015</p>	<p>Advisors, Grade Team Leaders</p>
<p>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.</p>	<p>Families of Students at Bronx Latin and other stakeholders</p>	<p>September 2015 – June 2016</p>	<p>Website Administrator, School Administration</p>
<p>Students within the Bronx Latin Chapter of the National Honor Society will volunteer to register parents for Datacation 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 monitor the levels of parent engagement.</p>	<p>Families of Students at Bronx Latin and other stakeholders</p>	<p>September 2015 – June 2016</p>	<p>National Honor Society Chapter Leader (Faculty), School Administration</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Principal
2. Assistant Principal
3. Guidance Counselors
4. Grade Team Leaders
5. Family Worker
6. National Honor Society Chapter Leader
7. Teacher Leader

Bronx Latin will utilize human resources, consultants, instructional resources such as online licenses (IXL, I-Ready etc), primary sources, secondary sources, teacher and supervisors per session, and teacher per diem to achieve these goals.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. 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 2015, 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 2015, 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 2016, 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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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	Global/ US History Tutoring	Small group	After school/ during the school day

	at risk populations including ELLs and SWDs.			
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

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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.
<p>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 2016 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.</p> <p>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 (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.</p> <p>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.</p> <p>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</p>

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 activities and strategies for high quality professional development for teachers, principals, 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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	470,055.00	x	x - Section 6 Section 5A
Title II, Part A	Federal	0	x	
Title III, Part A	Federal	11,200.00	x	x
Title III, Immigrant	Federal	0	x	
Tax Levy (FSF)	Local	3,610,760.00	x	x

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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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:

- **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.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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:

- 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;
- 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;
- 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;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (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 on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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:

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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 October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>82</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>20</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 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.

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

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

Part C: Professional Development

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.

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

Begin description here: At the Bronx Latin School, parent outreach is an integral part of the school's model and mission. When a new student is admitted, the ESL teachers conduct an interview with the student and parent(s) to better understand their background and language needs. 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) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, 	_____	_____

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.
instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Annette Fiorentino	Assistant Principal Anna Nelson
Coach Cathleen Hannigan	Coach type here
ENL (English as a New Language)/Bilingual Teacher Anna Lepore	School Counselor Sarah Tierney/Cynthia Klebon
Teacher/Subject Area Matthew De Leo/ENL	Parent Elnida Diaz
Teacher/Subject Area Stephanie Darrow	Parent Coordinator N/A
Related-Service Provider Lynneve Nash	Borough Field Support Center Staff Member Wladimir Pierre
Superintendent Juan Mendez	Other (Name and Title) Maria Rosario

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	530	Total number of ELLs	75	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input 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"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	75	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	30
SIFE	13	Developing ELLs (ELLs receiving service 4-6 years)	26	Long-Term (ELLs receiving service 7 or more years)	21

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	28	9	7	26	4	9	21	0	14	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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							14	12	9	11	10	7	3	0
Chinese														0
Russian														0
Bengali							2		1					0
Urdu														0
Arabic														0
Haitian														0
French									1	1				0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1	2	1				0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							1	1	2	1	0	0	0	0
Emerging (Low Intermediate)							0	2	1	1	0	0	1	0
Transitioning (High Intermediate)							1	1	3	0	1	3	0	0
Expanding (Advanced)							8	6	6	6	6	4	1	0
Commanding (Proficient)							6	3	1	5	3	0	1	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0	0	0	0	1	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							8	6	3	8	4	2	1	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	5	2	0	0
7	7	6	0	0	0
8	11	1	0	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	7	2	4	0	3	0	0	0	0
7	8	3	1	0	1	0	0	0	0
8	9	1	3	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	26		7	
Integrated Algebra/CC Algebra	38	1	17	0
Geometry/CC Algebra	14	0	4	
Algebra 2/Trigonometry	0			
Math _____	0			
Chemistry	4		0	
Earth Science	6		1	
Living Environment	26	1	10	0
Physics	0			

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	21	0	6	
Geography				
US History and Government	10		3	
LOTE	1		1	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

P1. For ELLs who have early literacy skills, the ENL 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 Entering, Emerging, Transitioning, Expanding or Commanding. 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 ENL and content area teachers has been a major focus this year to facilitate data-driven instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The 2015 NYSESLAT proficiency results revealed that only 6.7% of ELLs in our community were classified as Entering, 6.7% were Emerging, 12% were Transitioning, 49.3% were Expanding and 25.3% were Commanding. The NYSITELL was administered to one new student, and she was classified as an Entering Level learner. 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.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Bronx Latin uses the information about Annual Measurable Achievement Objectives to create an individualized plan for each ELL. ENL teachers look at each student's language modalities to identify areas of progress and need. ENL teachers also establish goals after

analyzing areas of greater need where students would benefit from additional support. The goal for the 2015-2016 school year is for 60% of ELLs to make progress on their overall NYSESLAT level. Data collected and analyzed has revealed that our ELLs need additional support in Reading and Writing. The trends also indicate that the ELLs at Bronx Latin achieve higher scores in the Listening and Speaking modalities across all grades. Patterns across NYSESLAT modalities will be utilized to determine what areas teachers will need to focus their instruction on in order to meet their ELL's needs. Planning of units and lessons will focus on implementing strategies aimed at improving ELL's academic vocabulary, their reading levels and their overall learning of content.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

4 A. In assessing the NYS ELA data from 2015, it is evident that in the 6-8 grades, 65.9% of students scored a level one. 29.2% of ELLs scored at Level 2. 4.9% 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, as has been the case for the past 3 years, Common Core Learning Standards are utilized to drive instruction and increase rigor.

On the NYS Mathematics Exam, ELLs at Bronx Latin attained slightly lower outcomes when comparing to the outcomes to the NYS ELA exam. On the NYS Mathematics exam 71.5% of ELLs earned a Level 1, 19% earned a Level 2, 9.5% earned a Level 3 and no student 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, 6 ELLs (14.3%) of ELLs in the middle school took the 2015 NYS Mathematics exam in his native language.

In 2015, one ELL took Regents exams in their native language (Spanish). According to the data, 38% of high school ELLs who took the Math Regents (Algebra/Geometry) passed. 30% of ELLs who took the Science Regents passed and 33% of ELLs who took the History Regents passed. 27% of the ELLs who took the English Comprehensive Regents passed. 100% of ELLs that took the Spanish LOTE passed. The data shows that ELLs are struggling in their content area classes with high level content area and academic vocabulary. They face challenges with understanding textbooks, formulating an argument using evidence, and synthesizing information. These skills are essential in preparing ELLs for the rigorous level of texts they will encounter on exams. In addition, mastering these skills will ensure students' success in either college or the workplace.

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

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

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
In order to develop a child's new language acquisition, ENL teachers collaborate with content area teachers to implement ELL strategies that will develop students' academic language in all four modalities of reading, writing, listening, and speaking. Additionally, students are provided with bilingual dictionaries to boost their vocabulary. They also receive grammar instruction after school at tutoring. Student also engage in Socratic Seminars and in-class oral presentations which help improve their speaking skills. Across the content areas, students are required to complete 2 argumentative essays, 1 informational essay, and 3 Socratic Seminars, all of which enhance their second language development.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
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 the 6th, 7th and 8th grade 100% of ELLs were promoted. 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
 1. The Home Language Survey is administered by the ENL Teachers, Anna Lepore and Matthew De Leo. 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 Matthew De Leo administer the NYSITELL if HLIS deems that language spoken is other than English. If incoming student's native language is Spanish, the ENL teachers then administer the Spanish LAB to determine the student's native language proficiency.
 - 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 ENL providers and NYSITELL exams are explained to parents and administered within the first ten days of enrollment.
 - f. The ENL Teachers continue to administer speaking and writing diagnostics similar to the NYSESLAT.
 2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Once a student is deemed English Language Learner, the ENL teachers administer an assessment in the student's native language when applicable (Spanish) at that particular student's grade level. If the assessment reveals grave deficiencies in the native language, the teachers presume that the student is SIFE. A SIFE Oral Interview Questionnaire is then administered to the student within 30 days: the student is asked questions about personal and language information, family and home background, education history, language and

literacy practices. At this point, communication with the other teachers and school members is crucial in that instruction needs to be differentiated to meet that particular student's needs. In addition, after school one-on-one tutoring is offered to assist SIFE students.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Newly enrolled students with IEPs are identified as ELLs by the Language Proficiency Team composed of the School Principal, the Director of Special Education, ENL Teachers, the student's Parent or Guardian and the School Secretary. The school has an online system which determines which students have IEPs (ATS, Datacat). The IEP Coordinator makes the ENL teachers aware of which students who have IEPs are also ELLs. The school secretary, IEP Coordinator, ENL teachers, School Principal and Parent/Guardian also hold interviews with parents of incoming students who have IEPs. Interpretation services are available upon request. The parent then has 20 days to accept or reject LPT recommendation.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The Bronx Latin School ensures that entitlement and non-entitlement parent notification letters are distributed within five school days by contacting the parent of the child and requesting a meeting. If the parent is unable to attend within the next 2 school days, the ENL teacher schedules a phone conference informing the parent of their child's entitlement/non-entitlement. The letter is both mailed out and backpacked. The letter is written in both English and Spanish and translated to other languages based on student's HLIS.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed that they have the right to appeal ELL status within 45 days of enrollment by being invited to 'meet the teacher' night, during which they are informed of their child's ELL status. If a parent is unable to attend meet the parent night, the child's advisor or ENL teacher will try to schedule a meeting during the school day. Parents are notified of their right to appeal ELL status within 45 days at the 'meet the teacher' night, where the ENL teachers thoroughly explain the process. Parents also receive a phone call by the ENL teachers who inform them of the appeal process. Letters are also sent home explaining the appeal process and deadline. The ENL coordinator, Anna Lepore, is responsible for maintaining a record of letters sent to parents. Copies of signed letters are kept on file.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Parents are contacted by the student's ENL teacher or advisor to attend an information session regarding Program choice. Once at the session, they are shown the schools.nyc.gov video explaining the various choices available to them. Multiple lap tops and teachers are made available in case parents who speak a language other than English or Spanish attend. During meet the parent night, (September 16, 2015) ENL teachers will have a designated classroom in which parents of ENL students will be asked to meet. During the orientation, ENL teachers thoroughly explain program choice. ENL teachers inform parents that Bronx Latin only offers a Freestanding English as a New Language Program, therefore if parent survey is not returned, the default placement is Freestanding ENL. Parents who are unable to meet on this date will be asked to come at a later time, either during the school day or after school. They will be asked to come meet the ENL teachers on September 22, 2015 from 2:35 to 4 PM. Parents who selected a TBE or DL Program are informed of program availability in various ways: a letter is sent home, preceded by a phone call informing the parent/guardian of such letter. In the event of failure to communicate with the parent, the family worker would then conduct a home visit with a copy of the letter sent and all the information pertaining to new program. Parent is then invited to a meeting at the school to ensure he/she fully understands change of program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
Our school reaches out to parents in various ways: advisors are asked to call parents regarding any information pertaining to their child. In addition, ENL teachers communicate with parents to ensure Parent Surveys and Program Selection forms are completed and returned. Finally, the school secretary and family worker are also asked to assist in this process. The family worker has also made home visits when necessary. Parents who selected a TBE or DL Program are informed of program availability in various ways: a letter is sent home, preceded by a phone call informing the parent/guardian of such letter. In the event of failure to communicate with the parent, the family worker would then conduct a home visit with a copy of the letter sent and all the information pertaining to new program. Parent is then invited to a meeting at the school to ensure he/she fully understands change of program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The school ENL teachers create a living Google Document containing all the ELL's names and complete it as documents are collected. As Parent Surveys and Program Selections are returned to the ENL teachers, the ENL Coordinator keeps a folder in her office. Correspondence is always translated to Spanish (the majority of our ELL's parents are Spanish speakers) and also translated in a lower incidence language if necessary.
9. Describe how your school ensures that placement parent notification letters are distributed.

Our school ensures that placement parent notification letters are distributed by mailing them to the student's home and backpacking them with the child. In addition, the ENL teachers call the parent of the student to inform them that a letter was sent to them. Correspondence is always translated to Spanish (the majority of our ELL's parents are Spanish speakers) and also translated in a lower incidence language if necessary.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). ELL documentation for each child is collected and included in the child's biographical folder in a file cabinet in the Office in Room 426. The school secretary and ENL Coordinator are responsible for maintaining these records. ENL teachers, Administrators and parents/guardians have access to ELL documentation.

11. 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.

The ENL teachers continuously run ATS reports with the latest, most up to date ELL data. The ENL teachers then meet to assemble their testing groups, create a schedule and an implementation plan. The ENL Teachers run RLAT reports which indicate ELL status, SIFE status and NYSESLAT Data for the past three years. The High School ENL teachers administer the speaking part of the NYSESLAT to the Middle School ELLs, and the Middle School ENL teachers administer the Speaking to the High School Students. During the testing window, all four ENL teachers meet to design a plan for testing the other modalities. They create a schedule in which students are tested in small groups. Parent outreach is done in order to ensure student attendance during designated testing days. However, make ups are administered multiple times if necessary within the two week testing window.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The school ensures that continued entitlement and transitional support notification letters are distributed by mailing a copy to the student's address, backpacking another copy and calling the parent to inform him/her of letter. Letters are printed in both English and Spanish. The ENL teachers are responsible for sending out entitlement letters to the students they serve according to grade.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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. Parents are informed of all three placement options available. Unfortunately, in the past, Bronx Latin did not have enough students eligible for a Dual Program or a Bilingual Program. Therefore, a very small percentage of parents (1%) request a Dual Language or Transitional Bilingual Education program at the time of intake. The ENL teachers consult with parents and advise them regarding where they can register their child. However, it is the parents' responsibility 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 ENL classes.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
 1. a. The organizational models utilized to deliver instruction to ELLs is a combination of Pull-out and Push-in ESL. There are four ENL teachers. The middle school ENL teachers pull students out to deliver ENL classes in homogenous groups and also push in with the English and Math teacher in a heterogeneous setting to provide extra support to the ELLs in the class. The high school ENL teachers do the same, but also push into science, math, english and history 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 ENL teacher can pull them out at the same time and provide Push-in services at the same time. Since Bronx Latin is a middle school and high school, 2 ENL teachers provide service to ELLs in the High School and two in the Middle School. Heterogeneous grouping requires that the ENL teachers differentiate their instruction and collaborate with the teachers who they are pushing in with in this process.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The school used the Charts below to program ENL teachers to meet the mandated minutes for each ENL student. Entering and Emerging ELLs are provided with stand-alone instruction 180 minutes per week. Transitioning ELLs are given one unit of 180 minutes of integrated instructional time per week with half a unit of study (90 minutes) in a core content area and an additional unit of study (90 minutes) in a separate content area. Expanding ELLs receive one unit of study per week totaling 180 minutes of integrated ENL instruction in a core content area. Commanding ELLs receive integrated services for an additional two years with half a unit of study totaling 90 minutes in a core content area.
3. Describe how core content is delivered in each program model. 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, the ENL 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 are utilized to increase ELL outcomes.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

During the intake process, students' native language is evaluated. In the High School, Spanish teachers give native language students diagnostics to determine the level of Spanish proficiency and eligibility for the Regents or LOTE.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are appropriately evaluated in all four modalities of English acquisition in various ways throughout the year. For example, ELLs are taught how to express themselves orally using academic vocabulary in Socratic Seminars and daily class discussions. Teachers also use Bloom's Taxonomy and the Depth of Knowledge (DOK) chart when planning their lessons and questioning that lead into class discussions. Also, teachers refer to Section 3B of the Danielson Framework to ensure that all levels of ELLs are included

throughout the discussion. In order to improve ELLs' reading and writing skills, teachers implement at least 3 writing units which culminate in 2 argumentative essays and 1 informational essay. Teachers use non-fiction texts to carry out these units.
6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

6a. In order to make sure that SIFE students needs are met, the ENL teachers, Anna Lepore, Matthew De Leo, Sante Mastriana and Bruno Borges 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 ENL teachers for Developing ELLs 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 i-ready and ixl for English language acquisition

6b. In the middle school newcomers receive 9 periods per week of ELA instruction, totaling 405 minutes of ELA instruction per week. The ENL teachers push in for 8 of the ten periods of the week, totaling 360 minutes of ESL instruction within the ELA classroom. In addition, the ENL teacher pulls her ELLs out five times a week, totaling 180 minutes. The combination of push-in and pull-out, therefore, adds up to 540 minutes. 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. ELLs and former ELLs are provided with the option to use translated versions of assessments, as well as extended time and a separate testing location. Long term ELLs also receive the differentiation strategies mentioned above at the discretion of the instructor. Long term ELLs are serviced by the ENL teachers in their Push-in classes. Former ELLs are eligible for extended services for up to 2 years after testing at a Commanding Level on the NYSESLAT, including half a unit of integrated ENL instruction and extended time and a half.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

If a student is re-identified as ELL or non-ELL, the ENL teachers send the parents written notification to inform them of the change of status. This notification includes a description of the appeal process. ENL teachers are responsible for the initial identification process and the re-identification process. For students re-identified as ELL or non-ELL, the ENL teachers are in charge of keeping track of their academic progress within the first 6-12 months. This is done by a continued effort to serve the student if he/she is deemed as an ELL and also keeping close communication with the students' teachers in order to find ways to aid the student in all classes. These meetings take place on a weekly basis, a time in which teachers come together and carefully discuss a plan for each student, particularly for an ELL student who has been re-identified as such.

8. 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?

ELLs identified as also needing special education services are served as per the mandates on their Individualized Education Plan (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 ENL 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 ENL teachers schedule push-in times and pull-out periods to target these students and, through the use of technology 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.

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

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 ENL 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 ENL teachers utilize their push-in time to service those students in a more

Chart open, content related area in which students work in groups, both heterogeneous and homogeneous, according to their ability.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

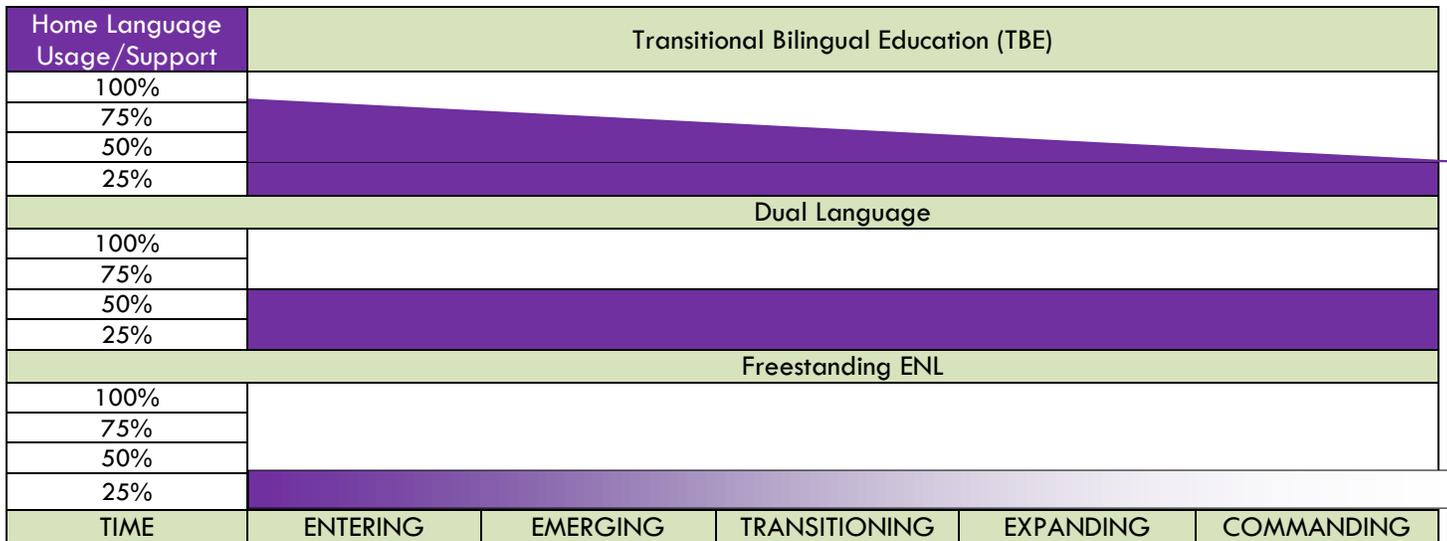


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. 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.
 - Native language in intervention programs is used if necessary.
11. 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 2015 NYSESLAT data, 25.3% of Bronx Latin's middle school ELLs high school ELLs achieved a Commanding on their NYSESLAT, which reveals that during their time at the Bronx Latin school, they made impressive gains in their English proficiency levels. Higher passing rates of ENL students in various subjects showed gains.
12. What new programs or improvements will be considered for the upcoming school year?
- In grades 6-12, 5 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 Castle Learning and i-ready. The math enrichment classes use ixl to provide students with visual explanations of math word problems.
13. What programs/services for ELLs will be discontinued and why?
- At this time, the Bronx Latin School will not be discontinuing any programs/services for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are invited to participate to all curricular and extracurricular programs. For example, Bronx Latin offers before and after school tutoring provided by ENL teachers for ELLs. Saturday Academy classes are taught by content area teachers and ENL teachers who Push-in. ELLs are invited via letters that are translated and backpacked home, followed by parent outreach by the ENL 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 Amnesy International.
 - The Tutoring programs mentioned above are supported by Title III funding. After school tutoring takes place twice a week, on Wednesdays and Thursdays, from 2:35 pm to 4:05 pm. Saturday Academy takes place from 9:00 am to 1 pm from February to May.
15. What instructional materials, including technology, are used to support ELLs? Include core 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
 - IXL for Algebra, Geometry, and Trigonometry
 - Rosetta Stone
 - Castle Learning for all Regents Courses
 - English Dictionaries and Bilingual dictionaries
 - Thesaurus
- Middle School
- Coach Preparation for NYS ELA and Math Exams
 - Common Core preparation books
 - Empire State / NYSESLAT / Continental Press
 - IXL
 - English dictionaries and Bilingual dictionaries
 - Rosetta Stone
 - i-ready
 - 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
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In the middle school, students do not have any instruction in Spanish. However, content teachers and the ENL teacher provide native language support in their lesson delivery: for Entering and Emerging ENLs, teachers provide translations of texts. For Transitioning and Expanding 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.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

There are four ENL teachers at Bronx Latin. The middle school ENL teachers work 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 ENL teacher only works with students in grades 9-12 and the support and instructional materials they utilizes correspond to the ELLs' ages and grade levels

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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.

19. What language electives are offered to ELLs?

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.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 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 2015-2016 school year.

The following staff members received professional development during the 2015-2016 school year:

 - a. Assistant Principal
 - b. Subject area teachers
 - c. paraprofessionals
 - d. ENL 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:
September 2&3, September 8, November 3, December 14, 2015, January 11, 2016.
 - 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. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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 2015-2016 school year. The professional development will focus on how to implement an Argumentative Writing Task into all subjects, including ENL classes, as mandated by the NYC Department of Education's goal and expectations for 2015-2016 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 differentiate content according to students' needs.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Our school meets the professional development requirements as per CR Part 154.2 by providing ELL specific professional development the week prior to the official start of the 2015-2016 school year. During this time, 2 hour of PD were devoted to training teachers on how to plan instruction for all their ENL students. Through the school year, the ENL Department will follow up with Professional Development to be delivered on the dates mentioned above and during mandated after school meetings as necessary.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The school provides annual individual meetings with parents of ELLs on Mondays, between 2:35 and 4:05 pm. During this time, teachers meet in grade teams to discuss any issues/concerns. Parents are invited to come in and meet with teachers of all content areas during this designated time. Translation services are made available during this time, including the presence of a translator and documentation in native language.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

During these annual individual meetings, teachers complete a minutes form on google documents, which is shared and stored once submitted. ENL teachers are responsible for keeping any documents pertaining to ENL services. Also, copies are made of documentation and included in student files kept in the office. Translation services are made available during this time, including the presence of a translator and documentation in native language.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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". BFSC directors provide the school with resources for supporting English Language Learners. Translation services are made available during this time, including the presence of a translator and documentation in native language.

5. How do you evaluate the needs of the parents?

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.

6. How do your parental involvement activities address the needs of the parents?

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 ENL Teachers 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.

D. Additional Information

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

Paste response here:

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

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Annette Fiorentino	Principal		9/15/15
Anna Nelson	Assistant Principal		9/15/15
N/A	Parent Coordinator		9/15/15
Anna Lepore	ENL/Bilingual Teacher		9/15/15
Elnida Diaz	Parent		9/15/15
Matthew De Leo	Teacher/Subject Area		9/15/15
	Teacher/Subject Area		1/1/01
Cathleen Hannigan	Coach		9/15/15
	Coach		
Cynthia Klebon	School Counselor		9/15/15
Jose Mendez	Superintendent		9/15/15
Wladimir Pierre	Borough Field Support Center Staff Member _____		9/15/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

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

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. Students also receive Emergency Contact cards in which the parents are asked to specify which language they would like communication in.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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. In addition, there is a guidance counselor who speaks French and a teacher who speaks Portuguese. 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: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Written translations of letters and any other form of paperwork are provided in addition to the English versions. In addition, the student parent handbook is provided in both English and Spanish. Parent Choice letters are also provided in multiple languages as well as brochures explaining parent choice of child's placement. 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. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

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. The following face-to-face meetings will take place this school year:

1. Meet the teacher night-September 16, 2015
2. Parent teacher conference 1: November 19-20
3. Parent teacher conference 2: March 10-11, 2016
4. Parent teacher conference: May 11, 2016
5. Weekly team meetings (every Monday)

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The school will meet identified translation needs during parent teacher nights and also once the school has determined that the parents' language is other than English. Since the majority of students' parents are Spanish speakers, there are many interpreters both on staff and students who volunteer that can meet the needs of the parents. If a parent speaks a language other than Spanish, the school contacts the translation unit and requests a translator. This has not taken place in the past.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

During Professional Development at the beginning of the school year, all staff members will be provided with instructions on how to use these services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

A parent survey will be distributed at the end of each informative session throughout the school year. In addition, the school secretary will communicate with parents periodically regarding any information they may need.

