2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: BRONX LATIN

Principal: ANNETTE FIORENTINO
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- Section 5A Framework for Great Schools Element - Rigorous Instruction
- Section 5B Framework for Great Schools Element - Supportive Environment
- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
- Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

School Name: Bronx Latin
School Number (DBN): 12x267
BEDS Code: 321200011267
Grades Served: 6-12
School Address: 800 Home Street, Bronx NY 10456
School Contact Person: Matthew DeLeo
Email Address: mdeleo3@schools.nyc.gov
Principal: Annette Fiorentino
UFT Chapter Leader: Shareen Silva
Parents’ Association President: Katelyn Victorio
SLT Chairperson: Anna Nelson
Title I Parent Representative (or Parent Advisory Council Chairperson): Nelida Diaz
Student Representative(s): Daniel Martinez
CBO Representative: Chata Kone

District Information

Geographical District: 12
Superintendent: Richard Cintron
Superintendent’s Office Address: 335 Adams St. Rm. 510
Brooklyn, NY 11201
Superintendent’s Email Address: rcintron@schools.nyc.gov
Phone Number: 718-923-5124
Fax: 718-923-5145

Field Support Center (FSC)
Affinity Group

FSC: __________________________ Executive Director: __________________________

Executive Director’s Office Address: 131 Livingston Street Brooklyn, NY

Executive Director’s Email Address: AAnorma@schools.nyc.gov

Phone Number: 718-935-5618 Fax: 718-935-5941

Executive Director: Alexandra Anormaliza
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annette Fiorentino</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Shareen Silva</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Katelyn Victorio</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Iris Rosso</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Daniel Martinez</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Chata Kone</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Katy Nowiszewski</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Saul Vazquez-Pichardo</td>
<td>UFT</td>
<td></td>
</tr>
<tr>
<td>Elide Zapata</td>
<td>UFT</td>
<td></td>
</tr>
<tr>
<td>Jeremy Bucaria</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Gentimore Salustina</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Isabel Maldonado</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>Gretchen Soto</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

**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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

1. What is your school’s mission statement?

   The Bronx Latin School is a college preparatory school for students in grades 6 through 12. We offer a rigorous program of arts and sciences and encourage serious scholarship, independent thought, and clarity of expression. We work to inspire students to achieve their personal best through collaboration, inclusion, and goal-setting in a supportive environment of high expectations. We believe every child has the right to an exemplary education. We strive to empower our students to thrive in and graduate from college and positively impact their communities.
A culture of high expectations and excellence permeates all classrooms, disciplines, and 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 LP-UTR (Learning Partners-Urban Teacher Residency) program in English and Special Education, and will be participating in the NYCDOE Learning Partners program for the 2018-2019 school year as the host school. Bronx Latin has been visited by former NYS Education Commissioner John King, NYS Regents Chancellor Merryl Tisch, and NYC Schools Chancellor Carmen Farina during the 2014-15 school year so that they could see the successes of Bronx Latin using data driven instruction to improve academic success. In June of 2018, Bronx Latin had a graduation rate of 94%.

Our school employs 7 ENL teachers and 11 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.

3. Describe any special student populations and what their specific needs are.

The Bronx Latin school consists of a diverse student population, with many different learning needs. Our school serves a population of students where approximately 30% are students with disabilities and 15% are English language learners. This year, the prioritized school-wide instructional focus at Bronx Latin is college and career readiness. If you read the Bronx Latin mission statement, you will notice that our key mission is to be a college preparatory school. The last line of the statement says “We strive to empower our students to thrive in and graduate from college and positively impact their communities.” The question for our students is not whether they will attend college, but how to prepare for college and how to make the transition successful. In order for our students to thrive in college, we have to scaffold the rigor in our instruction across all grade levels (6 - 12) and classrooms. Curriculum’s across the school will be designed to prepare students for college readiness by including frequent On Demand Writing tasks, Performance Tasks, Socratic Seminars throughout the curriculum and scored using common criteria so that we are able to calibrate academic expectations across courses and grade levels. As part of the focus on college readiness, teachers in department teams will work on increasing the rigor of the writing tasks to advance higher level thinking, with particular emphasis on feedback to students and their self monitoring of the learning process. In addition, throughout all classes we will seek to instill key self-management skills to help students improve their study skills; collect, organize, and retain factual information; take better notes; manage their time more effectively and efficiently; work in teams; and reflect on the quality of their work. Implementation of our school’s goals 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 ENLs and SWDs. The ENL and special education teachers collaborate with the general education teachers to individualize instruction for the students.

4. Identify 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.

Within the Framework for Great Schools our school has made the most progress with Strong Family and Community Ties with an overall score of 4.34. Our highest scores were in the category included a 100% of parents/guardians agreed or strongly agreed that teachers work closely with them to meet their child’s needs, 100% of teachers agreed or strongly agreed that, at their school, school staff regularly communicate with parents/guardian about how
parents/guardians can help students learn, and 98% of teachers agreed or strongly agreed that, at their school, teachers work closely with families to meet students' needs. Within the Framework for Great Schools our key area of focus is Rigorous Instruction in which our school had a score of 3.93. As part of our focus of increasing our score in Rigorous Instruction, the school is continuing its focus on on-demand writing across curricula. Students will be writing more, and increasing the amount of on demand writing with less scaffolding as the year progresses. Tasks will seek to increase students use of academic vocabulary and use of evidence in their writing. Students should be writing on demand tasks across curricula. The on-demand writing tasks will be incorporated into curriculum maps. These on-demand writing tasks will be completed every two weeks with a focus on academic vocabulary usage, and graded using common grading criteria, with teachers collecting data and monitoring student progress. In addition to on-demand Writing, the school will also seek to increase the amount of Socratic seminar academic discourse happening in the classrooms. The Socratic method is used to create a student-centered classroom. This requires careful, thoughtful planning where teachers prepare questions and act as a facilitator rather than a lecturer in the classroom. Eventually, the goal is that students will lead the discussion and will act as facilitators. Students will agree and/or disagree, expand on ideas, and cite textual evidence to support their claims.
### School Demographics and Accountability Snapshot for 12X267

<table>
<thead>
<tr>
<th>School Configuration (2018-19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Configuration</td>
</tr>
<tr>
<td>Total Enrollment (2017-18)</td>
</tr>
<tr>
<td>SIG Recipient (Y/N)</td>
</tr>
</tbody>
</table>

**English Language Learner Programs (2018-19)**

- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

**Special Education Programs/Number of Students (2015-16)**

- # Special Classes (ELA): 38
- # SETSS (ELA): 34
- # Special Classes (Math): 38
- # SETSS (Math): 34
- # Integrated Collaborative Teaching (ELA): 111
- # Integrated Collaborative Teaching (Math): 109

**Types and Number of Special Classes (2018-19)**

- # Visual Arts: 16
- # Music: 15
- # Drama: 6
- # Foreign Language: 16
- # CTE: N/A

**School Composition (2017-18)**

- % Title I Population: 94.0%
- % Free Lunch: 91.9%
- % Reduced Lunch: 2.4%
- % Limited English Proficient: 14.5%
- % Students with Disabilities: 25.6%
- % Hispanic or Latino: 77.7%
- % Asian or Native Hawaiian/Pacific Islander: 1.4%
- % White: 1.2%
- % Multi-Racial: 0.7%
- % American Indian or Alaska Native: N/A
- % Black or African American: N/A
- % Asian or Native Hawaiian/Pacific Islander: N/A
- % Limited English Proficient: N/A
- % Black or African American: N/A
- % Hispanic or Latino: N/A

**Racial/Ethnic Origin (2017-18)**

- % American Indian or Alaska Native: 0.5%
- % Hispanic or Latino: 77.7%
- % Asian or Native Hawaiian/Pacific Islander: 1.4%
- % White: 1.2%
- % Multi-Racial: 0.7%

**Years Principal Assigned to School (2018-19)**

- 6.08

**% of Teachers with No Valid Teaching Certificate**

- 4%

**% Teaching with Fewer Than 3 Years of Experience**

- 32%

**Advanced Designation**

- N/A

**Student Performance for Elementary and Middle Schools (2017-18)**

- ELA Performance at levels 3 & 4: 26.5%
- Mathematics Performance at levels 3 & 4: 23.2%
- Science Performance at levels 3 & 4 (4th Grade) (2016-17): N/A
- Science Performance at levels 3 & 4 (8th Grade) (2016-17): N/A

**Student Performance for High Schools (2016-17)**

- ELA Performance at levels 3 & 4: 93%
- Mathematics Performance at levels 3 & 4: 96%
- Global History Performance at levels 3 & 4: 81%
- US History Performance at Levels 3 & 4: 90%
- 4 Year Graduation Rate: 95.8%
- 6 Year Graduation Rate (2011 Cohort): 89.5%
- Regents Diploma w/ Advanced Designation: 39.4%
- % ELA/Math Aspirational Performance Measures (2015-16): 39%

**Overall NYSED Accountability Status (2018-19)**

- No Recognition
- Local Assistance Plan
- Focus School Identified by a Focus District
- Focus Subgroups

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Elementary/Middle School**

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: NO
  - Economically Disadvantaged: NO

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: NO
  - White: N/A
  - Students with Disabilities: NO
  - Economically Disadvantaged: NO

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: YES
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: YES

**High School**

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: YES
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: YES

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: NO
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: YES
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: YES

2018-19 CEP
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Within the Framework for Great Schools our key area of focus is Rigorous Instruction in which our school had a score of 3.93. In order to address Rigorous Instruction, teachers have begun implementing regular formative assessments and summative assessments embedded in curriculum maps as tools to drive their instruction.

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, from the highest to 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. Within the classroom context, teachers are using multiple opportunities for formative assessments at a minimum of three per lesson to ensure that students have grasped concepts taught at multiple times during the lesson. 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 five Advanced Placement Courses including AP English, AP Statistics, AP Spanish, AP Environmental Science, 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 where students have the opportunity to earn college credits while still enrolled at Bronx Latin. In addition to the Socratic seminars, Bronx Latin is also known for it’s 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 including but not limited to 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). As a means to increase literacy and social awareness, students now have access to www.newsela.com (Advisory Curriculum) where teachers can assign quizzes, check reading progress, and tailor reading assignments to individual lexile levels.

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 with regards to college and career readiness. 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 NYS 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 choose focus students throughout the year which will include two general education, two SWDs, and two ELLs for their weekly inquiry work in team meetings in order to track and assess progress being made towards goals. In order to ensure that teachers are implementing rigorous instruction with the focus of assessment as a tool for planning, teachers will continue to discuss lessons ideas, modifications, and opportunities to assess in the lesson during grade team and department meetings. The leadership team will use their ongoing meetings to suggest and align assessments to ensure that all grades and content areas have a specific focus for each marking period as they look at data.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, through rigorous Instruction, Bronx Latin will increase the number of students in grades 6-8 receiving 2s and 3s on NYS assessments to 80% and increase the number of students who pass the Common Core Algebra and Common Core English with college ready scores by 3-5%.
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity(strategy)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students grades 6 – 12, especially ELL and SWD students</td>
<td>August 2018 – June 2019</td>
<td>Department leaders will oversee our strategies to increase rigorous instruction including Franchesca Ho Sang (ELA), Sohee Shin (Math), Jatera Simmons (Social Studies), and Aida Rosenbaum (Science), Amanda Rinzel (MS ELA)</td>
</tr>
</tbody>
</table>

In order to increase the proficiency on the middle school Mathematics and ELA exams and on the high school Regents exams, we will continue to implement 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. Attendance incentives will be in place to increase Saturday Academy attendance. In addition Bronx Latin middle school teachers are working with a New Visions Instructional Specialist to implement more literacy routines into the middle school classrooms, and guided reading groups are being implemented in middle school ELA classrooms. Money has been allocated to purchase books for guided reading implementation.

To address the needs of students with disabilities and English language learners, the school has increased the number of Special Education and ENL teachers in order to ensure these students are better supported in the classroom and have access to the more rigorous instruction. The school has 7 ENL teachers, with 3 in the middle school and 4 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 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 ENL Teachers and Special Education Teachers will deliver professional development around best practices for instructing and supporting ENL students and SWDs in the classroom. The ENL and 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 ENL and Special Education Teachers will attend regional Professional
Development as needed to remain current with evolving best practices and techniques for supporting ENL/ SWDs

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, Skedula-Pupil Path, 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 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 Pupil Path (Online Gradebook) where they can monitor student progress in classes, credit accumulation, Regents examination scores, and communicate with teachers about student progress. Parents will also be able to communicate with teachers using the Kinvolved texting platform as well.

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.

| Parents of all 6 – 12th grade students | Year Round 2018-19 school year | The DC37 Family Worker (Iris Rosso), the school teacher leaders, and the PA and SLT parent leaders |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

In order to support families in their understanding of Rigorous Instruction and the Common Core, Bronx Latin will provide parents with information about the Framework for Success at the first parent teacher conference of the year, with materials remaining available at all parent conferences throughout the year. Bronx Latin will also work to coordinate parent workshops to provide parents with resources and materials to support students in their attaining success with their Common Core aligned school work. The Dean of Academics, Diane Yacenda, and the Family Worker, Iris Rosso, will work on the implementation and oversight of family engagement around this goal.
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.

In order to achieve this goal, Bronx Latin will use all its human resources, especially its ENL 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, New Visions, the Affinity Group, and New York City Department of Education. We will also host workshops for parents of students in College Now to ensure that they are able to guide their students to success in college level coursework.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

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.

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 ENL and SWD students. Teachers will also conduct testing simulations and analyze the data in order to target areas where students are still struggling.

- January 2019 – HS Midterms - Simulations to prepare for January Regents and target Saturday Academy instruction
- February 2019 MS ELA Simulations – to prepare for State Exams and target Saturday Academy instruction
- February 2019 MS Math Simulations – to prepare for State Exams and target Saturday Academy instruction
- March 2019 HS Regents Simulations - to prepare for June Regents and target Saturday Academy instruction
- March 2019 MS ELA Simulations – to prepare for State Exams and target Saturday Academy instruction
- March 2019 MS Math Simulations – to prepare for State Exams and target Saturday Academy instruction
- April 2019 HS Regents Simulations - to prepare for June Regents and target Saturday Academy instruction
- May 2019 HS Finals - Simulations to prepare for June Regents and target Saturday Academy instruction

By February 15, 2019 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 25% 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 55% after analysis of the March simulations, by March 30, 2019. Bronx Latin will look to see a 12% increase in the number of ENL and SWD students passing simulations between February and March after targeted tutoring and AIS for these students.
<table>
<thead>
<tr>
<th><strong>Part 5b.</strong></th>
<th>Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>January Regents, Regents and State exam simulations.</td>
</tr>
<tr>
<td><strong>Part 5c.</strong></td>
<td>In <strong>February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</td>
</tr>
</tbody>
</table>
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

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 who will 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. During the 2018-2019 school year, the advisory program will continue to support the social and emotional growth of students with the School Connect Advisory curriculum and use of www.newsela.com to address current events students are interested in and affect them most. 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 with a goal of a minimum of 30 phone calls to be made every month and bring parents of students into weekly grade team meetings. Teachers are also expected to reach out to parents using the Kinvolved web application. 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 Education’s 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. Students are taught rigorous curriculum and provided with a range of accelerated courses such as AP and College Now courses that challenge their intellect as well as place them on the path to high school success and college readiness. Bronx Latin has also contracted the College Bound Initiative (CBI) for the fourth year in a row for 2018-2019 school year to further student college exposure and strengthen the existing college application process at Bronx Latin. In October 2017 Bronx Latin and CBI will host a college fair with over 50 colleges in attendance. A full-time Director of College Counseling 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 on-site College Fair, and college awareness seminars for students in grades 6 - 11).

The Family Worker makes home visits when students are not regularly attending and, as the student population has expanded over the past four years, the team of licensed Guidance Counselors has grown. Every counselor has a specified caseload of mandated students, at-risk students, and students who struggle academically as indicated by their mandated attendance in summer school and identification as at risk by teacher teams. 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.

One area that the school needs continued improvement in according to the school environment survey is supportive environment with respect to students following the rules in class (58%), students listening to directions (58%), and students behaving well when the teacher is not watching (45%). Students will receive support from their advisors and peers in learning better executive functioning skills and understanding the importance of positive classroom behavior as a vehicle for academic success. In addition, in 2018-19 Bronx Latin will have implemented a peer mentoring program between middle school and high school students focused on attendance, academics, and behavior. In the first year the program was a success, and thus, in the 2018-19 school year Bronx Latin will seek to gather more data about the effectiveness of the mentoring program by tracking the data of the students who participate. Bronx Latin's mentorship program will also join up with a West Point Leadership Corps, and partnership with West Point through the Hayden Foundation with a focus on mentoring and building leaders. Bronx Latin will continue to use students as to support one another across grades through peer mentoring and mediation.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, Bronx Latin, through various peer-mentoring and community building programs, will augment the results on our student learning environment survey by 10% for students who believe that Bronx Latin offers a positive, nurturing school environment.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| Students will continue with the school advisory connect curriculum 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. Teachers will work together to develop a Youth Court and implement more restorative justice practices in the school. | All students 6–12th grade  
September 2018–June 2019 | All advisors and all guidance staff including Cynthia Klebon (HS), Sarah Tierney (MS), and Grace Haggerty (HS), Aida Rosenbaum (Youth Court Advisor) |
| Students with disabilities will have co-advisors and ELLs will have bilingual advisors, to help them feel safe and supported in the school environment. | All students with disabilities and ELL students in 6–12th grade.  
September 2018 – June 2019 | All advisors, including the special education teachers. Supervised by ENL department head Matthew Deleo and special education department head Joseph Blakely |
| 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 to get an updated personal report on their child's progress. Advisors will contact the parents of their advisees at least once a month to keep them updated on what is going on at school, and see them at the 4 yearly parent teacher conferences. | All students 6–12th grade  
September 2018–June 2019 | All advisors grades 6–12 and parent coordinators |
| Advisors will follow their advisories (looping) throughout their course of 6–8 and 9–12th in order to ensure better parent communication, closeness, and trust. | All students grades 6–12, Advisors, and Parents  
Ongoing | Advisors, administrators, parents, and students |
| Bronx Latin will hold weekly restorative conferences, peer mediation and at-risk counseling. We will continue our relationship with the West Point Peer Mentoring Program which builds leadership within our school community. We will also utilize school based programs such as SHINE and Brotherhood to foster a more supportive network between students and staff as well as among students. There will also be more social-emotional focus to our advisory curriculum. | All students grades 6–12  
Ongoing | Advisors, counselors, administrators, and students |
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

In order for families to support their students at home, the school will ensure that we provide parents with contact information for students who are struggling including the information for Mental Health services. If a parent feels that a student needs additional support during the school day, they may also request that their student be added to the "at risk" list for additional support from a school guidance counselor. The guidance counselors Cynthia Klebon, Sarah Tierney, and Grace Haggerty will be responsible for implementation of the counseling and oversight of students on the at risk list. The grade team leaders will also schedule meetings with parents every Monday during the school year between 2:45 - 4:00 for to meet with students who are academically at risk or need additional behavioral or emotional supports in the classroom.

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 School Advisory Connect 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 mediation to resolve conflicts. Bronx Latin will utilize a combination of human resources, teachers and consultants, and professional development.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 2019, and the preliminary results of the survey released by the end of the school year, so that the school can make adjustments for the 2019-20 school year. We will look for a 5% overall increase in student attendance.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Student Survey, school attendance records

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   - Within the Framework for Great Schools School Quality Guide for the 2017-18 school year, Collaborative Teachers was an area of strength with a score of 3.97.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
   - 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 team meetings, weekly department meetings, on-going teacher intervisitation and debriefing, common planning periods, lesson studies within department meetings, collaborative team teaching classes with paired ENL and general education teachers as well as special education and general education teachers. In order to monitor the implementation of these methods, the Google Apps for Education will be used to create a principals dashboard will need to serve as a repository of meeting minutes, low-inference observations and statistical data. Google Apps for Education has been integrated school wide 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 2018-19 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.

Bronx Latin will encourage teacher collaboration by providing school-wide professional development to staff in which teachers will meet by grade and/or department in order to perform lesson study and inquiry. We will also offer expanded professional development specifically for new teachers in order to aid in their understanding of the Bronx Latin school culture and overall growth in pedagogy and increase the number of teachers rated effective or highly effective by 10% by June 2019 with a focus on increasing student credit accumulation by 5% for each of our 2020-22 cohorts.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>August 2018, with evaluation each quarter</td>
<td>STARS programmer, dean of academics, and school administration</td>
</tr>
</tbody>
</table>

**By August 2018, 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. Teachers in fall 2018 were given options to select professional development based on their own interests, with continued professional development and implementation occurring in Spring 2019. The math department has combined middle school and high school math department meetings to increase vertical alignment in the school's math curriculum.

**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.**

**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.**

**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.**

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

A major part of our strategies for Collaborative Teachers involved the school wide use of Google Apps for Edu throughout the school community. Teachers may not only co-plan and share documents with one another on the drive, but many of the teachers communicate with the students on their Google Apps for Edu accounts as well. All students have a Bronx Latin gmail account, and will be able to connect with teachers and remain engaged in the curriculum at home as well. Many teacher electronically post assignments to Google Classroom and share missed assignments via email with students as well. When parents request access to student assignments, they may find the e-mail address of all faculty members on www.bronxlatin.com and teachers can share assignments with the parents as well from home. The Assistant Principal and the Dean of Academics will ensure that all students are able to access and utilize their gmail accounts.

**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. ENL 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.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
### Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th><strong>Part 5a.</strong> 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Principal Dashboard will serve as a repository of all documents related to Teacher Collaboration including inter-visitation transcripts, professional development plans, department and grade team meeting agendas and meeting minutes. The dashboard collects quantitative and qualitative data for the purposes of supervision, goal setting, progress monitoring and goal revision 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 have curriculum map check ins with teachers at three times during the year, to assess curriculum and effective co teaching and rate teachers in the Danielson areas of 1A and 4E. By November 2018 60% of the teachers will score effective or highly effective in both domains, by February 2019 75% of teachers will score effective or highly effective in both domains, and by May 2019 90% of teachers will score an effective or highly effective in both domains.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronx Latin Principal Dashboard and Advance Observation Tool</td>
</tr>
</tbody>
</table>

| **Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to the Framework for Great Schools School Quality Guide report for 2018, Effective School Leadership is has an overall rating of a 3.61

The principal and assistant principal articulate a strong instructional focus for the staff, and have an extra three 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, and conducts leadership meetings every other Monday after grade team meetings where the schools leaders come together. Structures/opportunities to distribute leadership to teachers abound. For the 2018-2019 the following leadership roles are in place: a Dean of Academics, seven Grade Team Leaders, and nine Department Leaders (includes Special Education and ENL 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 coaches do additional observations of new teachers to provide them with actionable feedback. All Bronx Latin teachers will participate in inter-visitations and lesson studies, monitored by leadership, to promote growth and a supportive environment for collaboration.

The priority need for the school can be seen in the school survey results in that only 60% of teachers believe curriculum, instruction, and learning materials are well coordinated across grade levels and that 36% of teachers do believe they have time to plan with the principal or assistant principal. This need has been improved upon during the 2018-19 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 2018-19 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.

By June 2019, we will provide substantial opportunity for professional development in team and department meetings which will result in a 15% increase in the percent of teachers who will agree or strongly agree that curriculum, instruction, and learning materials are well coordinated across grade levels as measured by the results of the 2019 NYC School Survey.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers</td>
<td>August 2018–June 2019</td>
<td>School administration and teacher leaders</td>
</tr>
</tbody>
</table>

By August 2018, 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.

The Bronx Latin LP team and Dean of Academics, will provide instructional support for teachers across curricula and grade level. New Visions for Public Schools partners will provide for ELA and Mathematics thematics and ELA Special Education Teacher 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) including special education Teachers of ELA and mathematics and ENL Teachers. Through work with Learning Partners school leaders will be able to work collaboratively with other school leaders and teachers. School will implement once a month leadership team check ins.

This will help to facilitate trust through open communication, monthly meetings, and frequent communication through Google Apps for Edu between school leaders.

Model and Peer collaborative teachers, with support from the LP team, will provide additional support to new teachers through inter-visitations, co-planning and targeted professional development sessions.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>New teachers</td>
<td>Bi-monthly throughout the school year.</td>
<td>Model Teacher (Leigh Wood), and PCT (Matthew DeLeo) and the LP team.</td>
</tr>
<tr>
<td>School leadership</td>
<td>August 2018 to June 2019</td>
<td>Administrators and teacher leaders</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**
Through monthly SLT meetings, the SLT will communicate between the parents of Bronx Latin and the school administration of ways to promote leadership and engagement. Rosili Pelletier will communicate as a liason between the SLT and the administration of Bronx Latin.

**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, Kinvolved, and Datacat 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, Bronx Latin faculty 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 | || | 21st Century Grant | || | SIG | || | 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 2019 teacher surveys will be administered. By March 2019, 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. By June 2019 Bronx Latin is looking to score over 90% of teachers will agree or strongly agree on the school survey that the principal encourages feedback through regular meetings with parent and teacher leaders.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

School Survey Results

**Part 5c.** In February 2019, 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**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
<td></td>
</tr>
</tbody>
</table>

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 Elementary and Secondary Education 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, and use of the text messaging application Kinvolved to communicate with parents. This increase in the range of communication mechanisms with parents 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 advisers as point persons for parent contact, often with advisers looping with students to ensure continuity of the relationship between parents and the school. Advisers are required to make weekly calls to families to inform them of school related activities and complete phone logs using Google Apps for Education. Advisers also serve as liaisons between families and the school. Bilingual advisers (Spanish) 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, however it is an area where the school is looking for continued growth, and continued parent enrollment in online platforms like PupilPath. Our goal for the 2018-19 school year is to have at least 60% of parents at Bronx Latin enrolled on Pupil Path to regularly check student grades. Bronx Latin will also continue to implement Kinvolved with a goal to have correspondence with 80% of families a minimum of 6 times during the school year.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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.

By June 2019, we will increase the amount of parent outreach and involvement in academic achievement as measured by a minimum of 70% of parents accessing the Pupil Portal (Datacation) to monitor student progress and to improve student attendance and credit accumulation.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| • Evidence-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). | All teachers, families of students at Bronx Latin | September 2018 | Grade team leaders and department leaders |
| By September, 2018 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 | | | |
| Parents will receive a parent version of the school handbook in English or Spanish complete with an itemized calendar of school events for the school year during the 6 th and 9 th grade orientation, and during Meet the Teacher Night. | Families of students at Bronx Latin | September 2018 | Advisers, grade team leaders |
| Parents and other stakeholders will be fully apprised of the events occurring at Bronx Latin, including Parent Teacher Conferences and student orientation by phone calls from advisers, teacher leaders and family worker, letters mailed home and through visiting our new website at www.bronxlatin.com, following the school on Twitter as well as through the email links available on the website for Teachers and staff in the school during the full academic year. | Families of students at Bronx Latin and other stakeholders | September 2018 – June 2019 | Website administrator, school administration |
| 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. | Families of students at Bronx Latin and other stakeholders | September 2018 – June 2019 | National Honor Society chapter leader (Faculty), school administration |
| Bronx Latin teachers will continue to frequently engage parents by using the Kinvolved App in order to have at least 80% of parents involved in active dialogue with the staff. By November 2018 the staff will have sent approximately 10,000 messages to parents, by February 2019 staff will have sent approximately 30,000 messages, and by June 2019 staff will have sent approximately 50,000 messages to parents promoting increased parent involvement at Bronx Latin. | Families of students at Bronx Latin and other stakeholders | September 2018 – June 2019 | Advisory teachers, grade team leaders, family worker |

**3b – Parent and Family Engagement**

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.
Bronx Latin will partner with CBI the CollegeBound Initiative and increase 11th and 12th grade parent engagement in the college application process. Bronx Latin will also host various events for our ELL families, including providing support for the college application process in conjunction with CBI. In June 2019, Bronx Latin and CBI will hold its annual awards night celebration. Bronx Latin will also partner with Inwood House to increase family and community engagement around teen health and relationships.

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.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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 2018 phone logs will reflect that advisers 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 2018, a minimum of 25% of parents will be registered in Datacation. Logs collected during Parent Teacher Conferences will be used to monitor the number of parents registered for Datacation.

3. By November 2018, 40% of parents will be registered in Datacation. Logs collected during Parent Teacher Conferences will be used to monitor the number of parents registered for Datacation.

4. 100% of November 2018 phone logs will show that advisers called home to parents informing them of parent-teacher conferences.
5. By February 2019, 50% of parents will be registered in Datacation.

6. 100% of February 2019 phone logs will show that advisers called home to parents informing them of parent-teacher conferences.

<table>
<thead>
<tr>
<th><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Datacation/ Skedula, Bronx Latin Parent Contact Log</td>
</tr>
</tbody>
</table>

| **Part 5c.** In **February 2019**, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>NYSExamination results in ELA for grades 6-8, NYS Regents scores for grades 9-12, interim assessment/simulation data, identification of ELLs, SWDs, at risk students, and students in the lowest 1/3 of our student population</td>
<td>Tutoring for all grades after school, English Regents tutoring, ENL tutoring, Saturday Academy, targeted data analysis</td>
<td>Small group</td>
<td>After school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Small group/online</td>
<td>During the school day/Saturday Academy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Small group</td>
<td>After school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Small group</td>
<td>After school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Small group</td>
<td>After school</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>NYSExamination results in mathematics for grades 6-8, NYS Regents scores for grades 9-12, interim assessment/simulation data, identification of ELLs, SWDs, at risk students, and students in the lowest 1/3 of our student population</td>
<td>Tutoring for all grades after school, IXL mathematics program, Khan Academy Program, Algebra, Geometry, Algebra II/Trigonometry Regents tutoring, Saturday Academy, targeted data analysis</td>
<td>Small group</td>
<td>After school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Small group/online</td>
<td>During the school day/Saturday Academy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Small group</td>
<td>After school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Small group</td>
<td>After school</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Interim assessment/simulation data, identification of ELLs, SWDs, at risk students, and students in the lowest 1/3 of our student population</td>
<td>Earth Science, Living Environment (HS and MS Accelerated Students), Chemistry Regents tutoring</td>
<td>Small group</td>
<td>After school/during the school day</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Interim assessment/simulation data, identification</td>
<td>Global/US History Regents tutoring</td>
<td>Small group</td>
<td>After school/during the school day</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Students whose attendance falls well below 92%, students will maladaptive behaviors, truants, students subject to suspension.</td>
<td>At-risk counseling</td>
<td>One-to-one</td>
<td>Small group</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>-----------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>of ELLs, SWDs, at-risk students, and students in the lowest 1/3 of our student population</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>20</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

Homeless children and youth, including students with disabilities, must be provided with services comparable to services offered to other students in the school, including educational services for which the child meets the eligibility criteria such as compensatory educational programs for the disadvantaged, e.g., Pupils with Compensatory Education Needs (PCEN), Chapter 1 and educational programs for the disabled and for students with limited English proficiency, programs in vocational education, programs for the gifted and talented, and school meal programs, provided, however, if space in a particular program has been capped for all students, no exceptions will be made for homeless students. Per Chancellor’s Regulation A-810, students residing in temporary housing are eligible to receive free school meals. All homeless students, including students receiving special education services, in Grades Pre-k through 12 who have been placed in temporary housing are exempt from age and distance requirements and are eligible for free transportation as long as they are homeless students (see Chancellor’s Regulation A-801).

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

For retention, Bronx Latin implements distributive leadership, where all members feel they are important members of the school community and weigh in on important decision making. Leadership positions, such as grade team leader, teacher leader, and department leader, were created in an effort to retain highly qualified teachers. Teachers will be given a survey in February 2018 to let the principal know their Declaration of Intent, and whether or not they plan to stay. The 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) to make new hires each year. New Visions holds various job fairs where highly qualified teachers are screened and recruited to interview with their 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, science, and special education. A hiring committee, which consists of three teachers and an administrator, reviews resumes, schedules demo lessons, observes demo lessons conducted by the candidates, and conducts interviews. Each candidate is rated by each member of the hiring committee.

Teachers attend a week of professional development sessions in August, before the school year begins. In addition, teachers attend several sessions of professional development throughout the school year, including topics such as Socratic Seminar (6 hours), Argumentative Writing (5 hours), Performance Tasks (10 hours), Danielson Rubric (5 hours), MOSL (2 hours), and Teacher Best Practices (5 hours). Teachers also attend professional development held by New Visions and New York City Department of Education. Teachers participate in professional development in their weekly grade team meetings as well when they participate in lesson studies.

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

At the beginning of the school year, teachers set three professional goals for themselves. One goal is based on the Danielson rubric, one goal is based on the Common Core Learning Standards, and lastly, one goal is based on data from state exam pass rates or course pass rates depending on the course(s). Teachers then reflect on their progress towards these goals three times throughout the year. The Danielson and Common Core Learning Standards goals 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 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 professional development sessions in August, before the school year begins. In addition, teachers attend several sessions of professional development throughout the school year, including topics such as Socratic Seminar (6 hours), Argumentative Writing (5 hours), Performance Tasks (10 hours), Danielson Rubric (5 hours), MOSL (2 hours), and Teacher Best Practices (5 hours). Teachers also attend professional development held by New Visions and New York City Department of Education. Teachers participate in professional development in their weekly grade team meetings as well when they participate in lesson studies.

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.

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 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.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

N/A

#### 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).

N/A
**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.).

N/A

### 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.

N/A

### 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$521,962.00</td>
<td>✗</td>
<td>Section 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✗</td>
<td>Section 5A</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366.00</td>
<td>✗</td>
<td>Section 5</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,809,669.00</td>
<td>✗</td>
<td>Section 5</td>
</tr>
</tbody>
</table>

¹**Explanation/Background:**

2018-19 CEP
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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 members in the school. Bronx Latin, in compliance with Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronx Latin will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- providing materials and training to help parents work with their children to improve their achievement levels, e.g., literacy, math, and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and making decisions 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 a language that parents can understand;
● providing professional development opportunities to school staff to improve outreach, communication skills, and cultural competency in order to build stronger ties between school staff, parents, and other members of the school community.

### Parental Involvement and School Quality

The school’s Parent Involvement Policy was based on a careful assessment of the needs of all parents/guardians, including parents/guardians of ELLs and SWDs. 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, 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., ESSA/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 Elementary and Secondary Education 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

### Encouraging School-Level Parental Involvement

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)

Bronx Latin, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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 the SPC 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 mastery on state assessments.

### I. School Responsibilities: High Quality Curriculum

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 Every Student Succeeds Act.

### I. School Responsibilities: Supporting Home-School Relationships

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 the SPC 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 childcare 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 the SPC;
- 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;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

I. School Responsibilities: Providing General Support to Parents

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 Every Student Succeeds Act.Title I requirement for Every Student Succeeds Act (ESSA) 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

Student responsibilities include:

● 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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td></td>
<td>NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
<td>After school</td>
</tr>
<tr>
<td>Total # of ELLs to be served:</td>
<td></td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>1</td>
</tr>
<tr>
<td>Total # of teachers in this program:</td>
<td></td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers:</td>
<td></td>
</tr>
<tr>
<td># of content area teachers:</td>
<td></td>
</tr>
</tbody>
</table>
Immigrant students, including ELLs, at Bronx Latin are tracked based on ability and needs in accordance with CR 154, Part 2 guidelines. Bronx Latin currently has an ELL population of approximately 80 students, 15% of the school population. These ELLs range across all grade levels (6-12) and proficiencies (Entering-Commanding). Additionally, programming is designed to match the regulated service hours for Former ELLs still in the Bronx Latin population, a total of an additional 30 students. These proficiency levels are based on NYSESLAT results for the 2016-2017 and 2017-2018 school years. ELL students at Bronx Latin are primarily L1 Spanish speakers but also include a number of Fulani, French, and Arabic speakers, as well as speakers of numerous other languages. Teachers work collaboratively in order to implement the strategies necessary for student success. Incoming students who are new to the country will receive after-school tutoring from 2:35 to 3:45, a total of 24 sessions, on Wednesdays from October to May. The ESL teacher will be the sole instructor during these sessions. Long term and at-risk ELLs will attend Saturday Academy from 9 am to 1 pm to receive particular attention in language deficiencies related to Regents/Middle school state exam level material. There will be 20 total sessions, running from December to January, and then again from April to June. ELLs will attend these sessions with at-risk non-ELLs and be co-taught by content teachers under the supervision of an ESL teacher. Students will be divided into 3 or 4 groups of 15 to 20, with 1 certified ESL teacher and 1 certified content teacher. Teaching will be done in a manner of different styles, including team teaching and parallel teaching. On occasion, ELLs will be pulled out of these sessions by the ESL teacher to be given literacy instruction based on specific needs. These groups will be limited to 5 to 7 ELLs. All instruction will be 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, pre-teaching 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 in writing. To ensure that these students receive these supplementary services, there are 3 TESOL certified teachers who service the middle school and 4 for 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. MS ESL teachers will
Part B: Direct Instruction Supplemental Program Information
also utilize 'Very Easy True Stories' readers to aid in reading and written language development. Parents will be notified of their child's mandated attendance requirement in a take-home letter in both English and the child's home language. Attendance is tracked on a Google Form shared across the school. Throughout the school year, ELLs will also be utilizing online programs such as Castle learning, duoLingo, and IXL to supplement classroom instruction for high achievement in Math, English, L1 and other core academic areas. ELL students will also be participating in specific field trips to help them build cultural bridges between each other and also develop a better understanding of the pluralism that is American society. Possible destinations include: Ellis Island, The LES Tenement Museum, The Merchant's House and the NY Historical Society. Title III funding will be used to pay only the ESL certified teachers in these programs.

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: ________

The rationale for ongoing ESL Professional Development is to provide content teachers with methods, strategies, and background knowledge to better serve ELL students, particular in classes in which an ESL co-teacher is not present. Professional development is provided to all ESL, general education and special education teachers that will participate in the Title III programs in order to implement strategies that will facilitate these particular students' learning. At the beginning of the school year (8/27/2018-8/31/2018) (one week prior to the official start date of school), teachers will receive professional development that focuses on various strategies that target ELLs. On the second day of professional development (8/28/2018), the ESL teachers will deliver instruction on topics which include how to implement scaffolding strategies, leveled texts, and SIOP planning. This will be done from 9am-12pm. On the third day of professional development (8/29/2018), the ELA and ESL teachers will jointly deliver instruction focused on how to implement higher level thinking and questioning into lessons, and how to construct argumentative and informational writing units. This session will take place from 12:30-2:30. On the last day of professional development in September (9/4/2018), the entire staff will gather in department meetings and implement the strategies described above into their own units and lesson plans as the ESL teachers circulated and provided feedback to ensure that all ELLs would be serviced according to their needs and levels. In addition on 11/6/2018, the ESL teachers will administer a Professional Development on Differentiation to provide further guidance on planning instruction for diverse classrooms. Participants of the PDs will sign-in and all documents, including attendance sheets and agendas, will be filed and kept on record in the school building. In addition, ESL teachers will visit, bi-weekly, the department meetings during Tuesday after school PD. During these visits, ESL teachers will participate in lesson plan studies and cycles of inquiry presented by content teachers. The ESL teachers will assist content teachers in implementing previously discussed ELL strategies and provide actionable feedback to aid in supporting ELLs in the classroom. The ESL teachers are Matthew De Leo, Nancy Lu, Diane Yacenda, Amy Hu, Amanda Rinzel, Jared Wood and Taina Benjamin.
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, an informational session will be held after school from 3:30 to 4:30 pm to discuss the ESL Program option offered at Bronx Latin. This session will be held by the ESL Department in both Spanish and English; in addition, supplementary materials will be provided in both languages. Speakers of low-incidence languages will be welcomed by students who are 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 adviser reaches out on a biweekly basis to update the parents with their child's academic achievement and personal development. Every child has an academic adviser who serves as a liaison between the student, the teachers, and the parent. Upon parent request or teacher recommendation meetings will be scheduled between ESL teachers, parents, and relevant content teachers to discuss challenges or progress made by students in their language learning. The meetings will take place after school and be conducted in the presence of a translator fluent in the parent's home language. Parents will be notified of these meetings by written letter, both in English and the preferred language. The community outreach liaison, Iris Rosso, will also make phone calls to the parents whose home language is Spanish. Parents will also be encouraged to reach out to the school's ENL team at any time, and for any reason. Meetings will be facilitated by ENL certified teachers; Matthew De Leo, Nancy Lu, Diane Yacenda, Amy Hu, Amanda Rinzel, Jared Wood and Taina Benjamin. All communications, both in English and parents' home language, along with attendance sheets and agendas will be filed and kept on record in the school building. The ENL team will also provide tools and resources to the parents of ELLs that can allow them to play a more integral role in their children's progress. These resources may include direct instruction on how to read and understand their child's report card and progress reports, assistance on how to conduct effective parent-teacher conferences, and demonstrations on how to access the technology that the school uses to monitor student progress. These resources will be provided right before or soon after each of the three parent-teacher conferences during the school year. The dates of the conferences are approximately: Nov 29, March 7, and April 9. Bronx Latin will also offer college readiness seminars for ELLs and their parents. These seminars will be focused on the college selection process, completing applications, FAFSA support, etc. A seminar will also be held for MS students and parents for help with HS selection. The middle school ESL teachers will also host occasional cultural events in which ELLs will present their families with work related to the learning they have been doing in school, including performances and showcases. These events and seminars will take place on various dates in winter and spring 2019. Again, all communications, both in English and parents' home language, along with attendance sheets and agendas will be filed and kept on record in the school building. Refreshments will be served at all of these events.
# Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

**Part I: School ELL Profile**

### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Bronx</td>
<td>267</td>
</tr>
<tr>
<td>School Name</td>
<td></td>
<td>The Bronx Latin School</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Annette Fiorentino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Anna Nelson</td>
</tr>
<tr>
<td>Coach</td>
<td>Diane Yacenda</td>
</tr>
<tr>
<td>Coach type here</td>
<td></td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Matthew DeLeo</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Sarah Tierney/Grace Haggerty</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Shireen Silva/ELA</td>
</tr>
<tr>
<td>Parent</td>
<td>Elnida Diaz</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Tahirah Grandison/Math</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>N/A</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Joseph Blakely</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Wladimir Pierre</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Juan Mendez</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>Maria Rosario</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>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)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

### D. Student Demographics

| Total number of students in school (excluding pre-K) | 550 |
| Total number of ELLs | 77 |
| ELLs as share of total student population (%) | 14.00% |
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Transitional bilingual education program (TBE)</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>TBE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>TBE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   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.

2. What structures do you have in place to support this effort?
   N/A

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
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.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   N/A

5. How does your school use 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)
The 2016 NYSESLAT proficiency results revealed that only 2.5% of ELLs in our community were classified as Entering, 3.9% were Emerging, 36.3% were Transitioning, and 57.3% were Expanding. The NYSITELL was administered to three new students, and one 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.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   N/A

---

**Part IV: ELL Programming**

**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. 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 homogeneous 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, 3 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 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, Matthew De Leo, Amanda Rinzell, Taina Benjamin, Nancy Lu and Amy Hu and will be 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
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.

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

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.

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

8. 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.

a. Before and after school tutoring in math and ELA for middle school and high school students.

b. Saturday Academy classes - middle school and high school students. ELA and math classes are offered in the middle school. All Regents classes are offered in the high school.

c. Native language in intervention programs is used if necessary.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

In grades 6-12, 10 special education teachers are included in 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 classe 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.

10. If you had a bilingual program, what was the reason you closed it?
At this time, the Bronx Latin School will not be discontinuing any programs/services for ELLs.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
   a. ELLs are invited to participate in 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 Amnesty International.
   b. 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.

12. 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
      a. Prentice Hall Regents Preparation Books
      b. Coach Regents Preparation Books
      c. NYSESLAT Preparation Books
      d. IXL for Algebra, Geometry, and Trigonometry
      e. Rosetta Stone
      f. Castle Learning for all Regents Courses
      g. English Dictionaries and Bilingual dictionaries
      h. Thesaurus
      Middle School
      a. Coach Preparation for NYS ELA and Math Exams
      b. Common Core preparation books
      c. Empire State / NYSESLAT / Continental Press
      d. IXL
      e. English dictionaries and Bilingual dictionaries
      f. Rosetta Stone
      g. i-ready
      h. Thesaurus
   13b. Some additional materials that teachers use at Bronx Latin to support ELLs are bilingual dictionaries, translated word walls, native language translations of texts, differentiated assignments, and tiered tasks.

13. How is home language support assessed and 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 abundancy, 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
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.

14. 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

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

   High School
   a. Prentice Hall Regents Preparation Books
   b. Coach Regents Preparation Books
   c. NYSESLAT Preparation Books
   d. IXL for Algebra, Geometry, and Trigonometry
   e. Rosetta Stone
   f. Castle Learning for all Regents Courses
   g. English Dictionaries and Bilingual dictionaries
   h. Thesaurus

   Middle School
   a. Coach Preparation for NYS ELA and Math Exams
   b. Common Core preparation books
   c. Empire State / NYSESLAT / Continental Press
   d. IXL
   e. English dictionaries and Bilingual dictionaries
   f. Rosetta Stone
   g. i-ready
   h. Thesaurus

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

16. 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.

17. 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.

18. 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:

**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 and non-pedagogic staff.) 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?

   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 2017-2018 school year.

   The following staff members received professional development during the 2017-2018 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:
   
   August 30 and 31, September 6, November 7, 2017 and January 29, 2018.

   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 differentiate 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

   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.

2. 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. ELL training is embedded 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 2017-2018 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 2017-2018 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.

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 2017-2018 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.

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. 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.
## 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:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Annette Fiorentino, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annette Fiorentino</td>
<td>Principal</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td>Anna Nelson</td>
<td>Assistant Principal</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td>Matthew DeLeo</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td>Elnida Diaz</td>
<td>Parent</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td>Shireen Silva</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td>Tahirah Grandison</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td>Diane Yacenda</td>
<td>Coach</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grace Haggerty</td>
<td>School Counselor</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td>Jose Mendez</td>
<td>Superintendent</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td>Wladimir Pierre</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td></td>
<td>Other _____</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other _____</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other _____</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew</td>
<td>DeLeo</td>
<td>ENL Coordinator/Teacher</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRIKAANS</td>
<td>1</td>
<td>0.11</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>BENGALI</td>
<td>6</td>
<td>0.66</td>
<td>6</td>
<td>0.66</td>
</tr>
<tr>
<td>BAMBARA</td>
<td>2</td>
<td>0.22</td>
<td>2</td>
<td>0.22</td>
</tr>
<tr>
<td>CHINESE</td>
<td>1</td>
<td>0.11</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>ESTONIAN</td>
<td>1</td>
<td>0.11</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>FRENCH</td>
<td>15</td>
<td>1.64</td>
<td>12</td>
<td>1.31</td>
</tr>
<tr>
<td>FULANI</td>
<td>6</td>
<td>0.66</td>
<td>6</td>
<td>0.66</td>
</tr>
<tr>
<td>GA</td>
<td>1</td>
<td>0.11</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>HAUSA</td>
<td>1</td>
<td>0.11</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>IBO</td>
<td>1</td>
<td>0.11</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>KHMER</td>
<td>1</td>
<td>0.11</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>464</td>
<td>50.77</td>
<td>473</td>
<td>51.75</td>
</tr>
<tr>
<td>SLOVAK</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0.22</td>
</tr>
<tr>
<td>SPANISH</td>
<td>410</td>
<td>44.86</td>
<td>404</td>
<td>44.2</td>
</tr>
<tr>
<td>SONINKE</td>
<td>4</td>
<td>0.44</td>
<td>2</td>
<td>0.22</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences</td>
<td>September, November, March and May</td>
<td>Over the phone interpretation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bilingual School personnel</td>
</tr>
<tr>
<td>Open School Night</td>
<td>September</td>
<td>Over the phone interpretation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bilingual School personnel</td>
</tr>
<tr>
<td>Initial ELLs parent orientation</td>
<td>Sept/Oct</td>
<td>Over the phone interpretation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bilingual School personnel</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
We make phone calls utilizing the interpretive service phone line.

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of [Chancellor’s Regulation A-663](#) and what resources are available to meet compliance.

LAC will visit each grade team meeting to review protocol and provide information on how to utilize interpretive services for languages other than Spanish and French.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Multi-language welcome poster displayed at the entrance

Language ID cards

'I speak' cards

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

A parent survey will be distributed at the end of each informative session in parents' preferred language asking about the LEP services received during the session.

Surveys will be distributed by the child's homeroom/advisory teacher.