



BRONX CAREER AND COLLEGE PREPARATORY HIGH SCHOOL

2010-11 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL: BRONX CAREER AND COLLEGE
PREPARATORY HIGH SCHOOL**
ADDRESS: 800 HOME STREET
TELEPHONE: 718-542-4011
FAX: 718-542-4377

MARCH 2011

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 321200011479 **SCHOOL NAME:** BRONX CAREER AND COLLEGE PREPARATORY HIGH SCHOOL

SCHOOL ADDRESS: 800 HOME STREET, BRONX, NY, 10456

SCHOOL TELEPHONE: 718-542-4011 **FAX:** 718-542-4377

SCHOOL CONTACT PERSON: KIZHAYA ROBERTS **EMAIL ADDRESS** KRoberts3@schools.nyc.gov

POSITION / TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kenneth Robert Walk

PRINCIPAL: KIZHAYA ROBERTS

UFT CHAPTER LEADER: LeShelle Kennely

PARENTS' ASSOCIATION PRESIDENT: Kenneth Cox

STUDENT REPRESENTATIVE:
(Required for high schools) Randy Borden

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** Replications, Inc.

NETWORK LEADER: JOHN SULLIVAN/John Elwell/Enid Serrano

SUPERINTENDENT: Geraldine Taylor-Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
KIZHAYA ROBERTS	Principal	
Bibi Hussain	UFT Member	Comments: Approved - Signature page will be faxed
Kenneth Walk	UFT Member	Comments: Approved - Signature page will be faxed
Delsenia Glover	DC 37 Representative	Comments: Approved - Signature page will be faxed
Margaret Cox	PA/PTA President or Designated Co-President	Comments: Approved - Signature page will be faxed
Randy Borden	Student Representative	Comments: Approved - Signature page will be faxed
Omari Gay	DC 37 Representative	Comments: Approved - Signature page will be faxed
Efegenia Gueverra	Parent	Comments: Approved - Signature page will be faxed

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

The mission of Bronx Career and College Preparatory High School (BCC Prep) is to prepare students to be successful 21st century participants. We couple relevant internship experiences with rigorous academic learning experiences. As a result, the process of inquiry and hands-on learning happen both inside and outside of the classroom. By engaging in these optimal learning opportunities, students embody BCC Prep's core principles as they develop the responsibility, teamwork, and resiliency needed to enter college and to exceed academic and industry-based standards.

Students at BCC Prep are expected to:

- Conduct themselves with respect and integrity
- Meet and exceed academic and industry-based standards.
- Establish academic and career choices beyond high school
- Develop the resiliency needed to overcome obstacles
- Adhere to a professional dress code.

The Core Principles of BCC Prep are:

- Responsibility
- Teamwork
- Resiliency

BCC Prep's Code of Conduct center around these four Standards of Professionalism:

- Be Prompt. Attend each class, every day, on time.
- Be Prepared. Come to school each day ready to learn. Come to school dressed professionally, with materials (books, paper, writing instruments, etc.) and completed assignments.
- Be Productive. Each of your classes will have a clearly stated objective. Your internships will have clearly stated objectives. Your best effort is expected to achieve these objectives.
- Be Positive. You are a part of a positive, high-achieving school culture. Have an optimistic attitude and respect yourself and others.

The essential features of BCC Prep are: Advisory; Internships; A no-fail policy; 1:1 Career Mentoring; Inquiry-based learning; Professional dress code; Standards-based grading; College preparation program beginning in the 9th grade; Small group tutoring and support; Career certification opportunities, and customized student schedules.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		BRONX CAREER AND COLLEGE PREPARATORY HIGH SCHOOL								
District:		12	DBN #:		12X479	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K				0					TBD	
Kindergarten				0						
Grade 1				0	Student Stability - % of Enrollment:					
Grade 2				0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3				0					TBD	
Grade 4				0						
Grade 5				0	Poverty Rate - % of Enrollment:					
Grade 6				0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7				0					60	
Grade 8				0						
Grade 9				84	Students in Temporary Housing - Total Number:					
Grade 10				0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11				0					TBD	
Grade 12				0						
Ungraded				0	Recent Immigrants - Total Number:					
Total				84	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
									0	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes				0	Principal Suspensions				TBD	
# in Collaborative Team Teaching (CTT) Classes				13	Superintendent Suspensions				TBD	
Number all others				2						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants				0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants				0	
# in Transitional Bilingual Classes				0						

# in Dual Lang. Programs			0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only			8	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs			5	Number of Teachers			TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals			TBD
				Number of Educational Paraprofessionals			TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			TBD	% fully licensed & permanently assigned to this school			TBD
				% more than 2 years teaching in this school			TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher			TBD
American Indian or Alaska Native			0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			TBD
Black or African American			33.3				
Hispanic or Latino			59.5				
Asian or Native Hawaiian/Other Pacific Isl.			1.2				
White			2.4				
Multi-racial							
Male			38.1				
Female			61.9				
2009-10 TITLE I STATUS							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results - 2008-09				Quality Review Results - 2008-09			
Overall Letter Grade				Overall Evaluation:			
Overall Score				Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment (Comprises 15% of the Overall Score)				Quality Statement 2: Plan and Set Goals			
School Performance (Comprises 25% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress (Comprises 60% of the Overall Score)				Quality Statement 4: Align Capacity Building to Goals			
Additional Credit				Quality Statement 5: Monitor and Revise			
Key: AYP Status				Key: Quality Review Score			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
X* = Did Not Make AYP Due to Participation Rate Only				◇ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Student performance data...

One of the greatest accomplishments of the past year has been establishing flexibility in our student programs. Students can add/drop courses based on their strengths/weaknesses and desire to concentrate effort in certain areas. This ability will be further enhanced by the addition of IZone, which will give even more flexibility to students' programs. Another accomplishment of note is the development of a culture of respect and community in our school. Students feel safe, cared for and valued, and that contributes to their achievement both academically and emotionally. Students showed growth in their readiness to tackle Regents' exams at every step of interim data collected. Those not on track to take a regents' exam in a subject have a plan in place that ensures success in the future. Our special education and ELL population are clearly getting the support they need as most are on track to pass at least one Regents' exam this year.

There have been a number of aids to continuous improvement. Planning time for department teams, the whole team and special teams, such as the Inquiry team and AAA, have been built into the schedule for teachers so they have time to meet and share ideas and develop actionable goals and plans.

Participating in the IZone Pilot Program has provided the school with technology that we could not otherwise have purchased. We will have enough technology to allow most of the school at any given time to work with the online programs, and that increases our flexibility around programming and our ability to provide courses with only a few students, and services for students who need them.

Teacher's work tirelessly helping students, and work together to develop strategies to support students. Learning labs provide extra time and small group instruction in areas of weakness for children.

Our biggest barrier to achieving continued growth is a lack of money. More money to hire staff, keep class sizes down, offer more small group instruction and more resources at various levels to children would allow even more gains to be made.

This is our second year of operation, so no trend in performance data can be determined, as yet. Our biggest barrier to achieving growth is a lack of money. More money to hire staff, keep class sizes down, offer more small group instruction and more resources at various levels to children would allow even more gains to be made.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> 1) 85% of student population is on track to graduate regarding credit accumulation and on track ratios are equally distributed in regards to race, gender, ELL or Special Education classification.	<input type="checkbox"/> 85% of student population is on track to graduate regarding credit accumulation and on track ratios are equally distributed in regards to race, gender, ELL or Special Education classification.
<input type="checkbox"/> 2) 85% of students who take the Global Regents, US History, Integrated Algebra and Living Environment Regents, pass it on the 1st attempt.	85% of students who take the Global Regents, US History, Integrated Algebra and Living Environment Regents, pass it on the 1st attempt.
<input type="checkbox"/> 3) Maintain a 5% growth towards mastery of standards for all students quarterly in relation to identical standards tested on diagnostic exams.	Maintain a 5% growth towards mastery of standards for all students quarterly in relation to identical standards tested on diagnostic exams.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> 1) 85% of student population is on track to graduate regarding credit accumulation and on track ratios are equally distributed in regards to race, gender, ELL or Special Education classification.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>1. Advisors will conference with parents and students to create a learning plan for each child. Learning plans will include personal credit accumulation goals along with strategies and benchmarks to assess progress. 2. Flexible learning labs will be designed to support students in academic areas of weakness. Learning labs will focus on things such as study skills and note taking strategies. 3. Teachers will receive professional development on how to write and implement mastery learning objectives through lesson plan creation. 4. Technology will be used so that students are able to begin online credit recovery courses when they are in danger of not accumulating credit as opposed to waiting until the credit is lost for an opportunity to recover it.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p>Job ID#'s GEPUK, GCAUS, GCAUV, GEPUC, GCAUR, GCQ0O, GCAUW, GEPUE, GCQOS</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Students will take finals after each term (there are four terms in the academic year). Data will be analyzed regarding credit accumulation and strategies will be developed for each student to make up their work and earn their credits. Updates to the credit accumulation report posted for students to see will be done monthly.</p>
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Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>2) 85% of students who take the Global Regents, US History, Integrated Algebra and Living Environment Regents, pass it on the 1st attempt.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>1. Flexible learning labs will be designed to support students in academic areas of weakness. Learning labs will focus on things such as study skills and note taking strategies. 2. Teachers will receive professional development on how to write and implement mastery learning objectives through lesson plan creation. 3. Teachers receive professional development on Data Driven Instruction and how to use item analysis to adjust and improve teaching and learning.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Job ID#'s GEPUK, GCAUS, GCAUV, GEPUC, GCAUR, GCQ00, GCAUW, See Quick Code 011602 and activity codes 527, 258, and 529)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Data will be analyzed after each term's finals and students will be asked to join an after school tutorial program in that subject area. Each term the students identified will be adjusted accordingly.</p>

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>3) Maintain a 5% growth towards mastery of standards for all students quarterly in relation to identical standards tested on diagnostic exams.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>1. Flexible learning labs will be designed to support students in academic areas of weakness. Learning labs will focus on things such as study skills and note taking strategies. 2. Teachers will receive professional development on how to write and implement mastery learning objectives through lesson plan creation. 3. Teachers receive professional development on Data Driven Instruction and how to use item analysis to adjust and improve teaching and learning.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Job ID#'s GEPUK, GCAUS, GCAUV, GEPUC, GCAUR, GCQ0O, GCAUW, Quick Code 011602 and activity codes 527, 258, and 529</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <div style="border: 1px solid black; padding: 5px;"> <p>Growth rate charts in all the four areas of professionalism (positive, prepared, prompt and productive) will be posted by advisory. Monthly contests for improvement in growth will be conducted and students' success will be celebrated.</p> </div>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	13	13	18	5			13	1
10	14	17	4	8			10	1
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Students are provided with tutorial services two (2) times per week during the school day. These tutorials are an hour long and address academic deficits around literacy. The tutorials are targeted so that each student's specific learning goals are addressed. Students participate in virtual courses to support content area academic instruction.
Mathematics:	<input type="checkbox"/> Students are provided with tutorial services two (2) times per week during the school day. These tutorials are an hour long and address academic deficits around mathematics. The tutorials are targeted so that each student's specific learning goals are addressed. Students participate in virtual courses to support content area academic instruction.
Science:	<input type="checkbox"/> Students are provided a small group tutorial that meets two times per week for 1 hour during 7 th period. This Science Literacy course focuses on boosting student's vocabulary in preparation for Living Environment and Biology courses. Students participate in virtual courses to support content area academic instruction.
Social Studies:	<input type="checkbox"/> Students are provided a small group tutorial that meets two times per week for 1 hour during 7 th period. This Historical Perspectives course focuses on boosting student's vocabulary in preparation for Living Environment and Biology courses. Students participate in virtual courses to support content area academic instruction.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> N/A
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> N/A
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Students are provided with group and/or individual counseling when they are in need of an adult to counsel with or mediate on their behalf. Services are available during both the mornings and the afternoons.

At-risk Health-related Services:

Students have access to a nurse on site. Students participate in small group advisory which communicates with family and school staff regarding health related matters.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

9, 10

Number of Students to be Served:

LEP 21

Non-LEP 133

Number of Teachers 10

Other Staff (Specify) 8

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

BCCPrep has a commitment to consistent and quality parent outreach. We have allocated the \$163.00 from Title III towards the wireless telephone plan for the ESL teacher. Ms. Hussain is TESOL certified by New York State and is bilingual, currently communicating with the majority of our families in their native language of Spanish. She often utilizes the Translation Unit's over the phone service of parent meetings by placing the interpreter on speaker phone on the Blackberry purchased for the the Department

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The ESL Teacher serves on the Humanities Team to provide professional development and scaffolding strategies for English Language Learners in English and History courses. These meetings occur weekly and are 1 hour in length. Additionally, during whole team weekly meetings, the ESL Teacher provides professional development to the entire staff regarding the mandates for all ELLs

Section III. Title III Budget

School: **163**
 BEDS Code: **321200011479**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	0	<input type="checkbox"/> None
Purchased services	0	<input type="checkbox"/> None

- High quality staff and curriculum development contracts		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	163	<input type="checkbox"/> Cell phone allows ESL teacher to be on call to support ELL's and LEP students at all times.
Educational Software (Object Code 199)	0	<input type="checkbox"/> None
Travel	0	<input type="checkbox"/> None
Other	0	<input type="checkbox"/> None
TOTAL	163	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. □ BCCPrep has a commitment to consistent and quality parent outreach. Ms. Hussain is TESOL certified by New York State and is bilingual, currently communicating with the majority of our families in their native language of Spanish. Our Community Assistant is bilingual and actively reaches out to all students and their families. The faculty and staff often utilize the Translation Unit's over the phone service for phone calls and parent meetings by placing the interpreter on speaker phone.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. □ Weekly staff meetings are held by departments with the ESL teacher to review student performance and data. The Performance Series data is shared with everyone to better meet the needs of the students in all their classes.

Part B: Strategies and Activities

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

□ All faculty members have contact information for the translation unit and are instructed to use their services readily. Two biliterate staff members are available to translate documentation in Spanish as needed.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

□

BCCPrep has a commitment to consistent and quality parent outreach. Ms. Hussain is TESOL certified by New York State and is bilingual, currently communicating with the majority of our families in their native language of Spanish. Our Community Assistant is bilingual and actively reaches out to all students and their families. The faculty and staff often utilize the Translation Unit's over the phone service for phone calls and parent meetings by placing the interpreter on speaker phone.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

All faculty members have contact information for the translation unit and are instructed to use their services readily. Two biliterate staff members are available to translate documentation in Spanish as needed.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	95,519	80,874	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	955		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	4,775	*	
4. Enter the anticipated 10% set-aside for Professional Development:	9,552	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Bronx Career and College Preparatory High School

Parent Involvement Policy

GENERAL EXPECTATIONS

Bronx Career and College Preparatory High School agrees to implement the following statutory requirements:

Bronx Career and College Preparatory High School will jointly develop with parents and distribute to parents of participating children, a Parental Involvement Policy that the school and parents of participating children agree on.

Bronx Career and College Preparatory High School will notify parents about the Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.

Bronx Career and College Preparatory High School will make the Parental Involvement Policy available to the local community.

Bronx Career and College Preparatory High School will periodically update the Parental Involvement Policy to meet the changing needs of parents and the school.

Bronx Career and College Preparatory High School will adopt the school-parent compact as a component of its Parental Involvement Policy.

Bronx Career and College Preparatory High School agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) parents play an integral role in assisting their child’s learning;
- (B) parents are encouraged to be actively involved in their child’s education at school;
- (C) that parents are full partners in their child’s education and are included, in decision-making and on advisory committees to assist in the education of their child;

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Bronx Career and College Preparatory High School will implement required school parental involvement policy components as follows:

1. Bronx Career and College Preparatory High School will take the following actions to involve parents in the joint development and joint agreement of its Parental Involvement Policy and its school wide plan, in an organized, ongoing, and timely way

Gather and disseminate to parents for review the following materials: District wide Parental Involvement Policy, the School’s Parental Involvement Policy and the school-parent compact. These materials will be disseminated to parents at regular Title I parent meetings and parent/teacher conferences. Written and oral input from parents will be solicited through Title I parent meetings, School Site Council meetings, parent/teacher conferences, school newsletters, school web site, and other regular written communications with parents.

2. Bronx Career and College Preparatory High School will take the following actions to distribute to parents of participating children and the local community the Parental Involvement Policy:

The School Parental Involvement Policy will be distributed to parents at Title I parent meetings.

The policy will be posted on the school web site.

Title I eligible parents of new participating students will receive the policy upon registration.

3. Bronx Career and College Preparatory High School will periodically update its Parental Involvement Policy to meet the changing needs of parents and the school through:

- Regular Title I meetings
- PTA meetings
- General School meetings
- School-Parent workshops
 - Computer training (i.e. Compass, IZone)
 - Standards-based grading

Parent Surveys

4. Bronx Career and College Preparatory High School will convene an annual meeting to inform parents of the following:

That Bronx Career and College Preparatory High School participates in Title I,

The requirements of Title I

Meetings will be held at various and convenient times to encourage parents to attend. Parents will be notified about meetings through school memos, newsletters, the website, and the automated phone system.

5. Bronx Career and College Preparatory High School will hold a flexible number of meetings at varying times, and may provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:

To encourage parents to attend these meetings, the school will offer training to parents to improve student success and achievement. In situations that prevent parents from coming to the school for meetings, school personnel may make home visits or arrange to meet the parents at a mutually convenient time off campus.

Bronx Career and College Preparatory High School will provide information about Title I programs to parents of participating children in a timely manner through the automated phone system, memos, newsletters, and the web page.

Bronx Career and College Preparatory High School will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet through:

- Ø the annual Title I parent meeting
- Ø regular parent/teacher conferences
- Ø Title I meetings and Family Nights throughout the year

If requested by parents, BCC Prep will provide parents of participating children opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

through prearranged meetings with the Title I Coordinator

through meetings with the student's teacher which may include the Title I Coordinator, the principal, and other staff as appropriate

RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Bronx Career and College Preparatory High School will build the schools' and parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through the following activities described below:

parent training

Family Nights

Parent Partnership

2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:

The school-parent compact will be a part of the School Parental Involvement Policy on the school's web page.

During regular parent/teacher/student conferences, the school-parent compact will be completed and signed by the teacher, the parent(s), and the student.

As needed, the school-parent compact will be included in school newsletters along with the School Parental Involvement Policy.

3. The school will provide assistance to parents of children served by the school in understanding topics such as the following:

the State's academic content standards,
the State academic assessments including alternate assessments,
the requirements of Title I,
how to monitor their child's progress, and
how to work with educators.

Parents will receive training and necessary information on the topics above through:

PTA workshops, Student Friendly Standards, School-Parent Intervention Compact, highlights of the standards, list of web sites, school sponsored trainings and workshops.

5. The school will, with the assistance of the parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

encouraging staff to attend parental involvement workshops and conferences, web-based learning, and site staff development.

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Upon identification of parental need for information in another language or in another format, the school will take steps to ensure that the parent request is fulfilled.

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2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

BRONX CAREER and COLLEGE PREPARATORY HIGH SCHOOL

School-Parent Compact

From the Parental Involvement: Title I, Part A Non-Regulatory Guidance (April 23, 2004)

SCHOOL-PARENT COMPACT

Bronx Career and College Preparatory High School (12X479) and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the 2010/11 school year.

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REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

Provisions bolded in this section are required to be in the Title I, Part A school-parent compact.

School Responsibilities

Bronx Career and College Preparatory High School will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

On the 3rd Wednesday of the month immediately following the SLT meeting.

3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

Four reports or two reports per semester.

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
Mandated parent-teacher conference and on an as needed basis.

5. **Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities,** as follows:

Parents are allowed to visit classrooms at any time and without an appointment. We will extend an open invitation to parents when school opens.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance and punctuality.
- Ensure that homework is completed.

- Monitor the amount of television time.
- Volunteer in child's classroom.
- Participating, as appropriate and as necessary in decisions relating to my child's education.
- To be available as much as possible to support student goals.
- Promote positive use of my child's time outside of school.
- Always stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Dress appropriately for school every day.
- Refrain from the use of profanity and other language that demeans me and those around me.
- Treat my fellow students, teachers and school staff with respect and dignity at all times.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

School

Date

Parent

Date

Student

Date

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

□

Our quarterly final exams are modeled after the New York State Regents' exams. Data from each exam is analyzed, and student weaknesses are identified. Advisors meet with students to develop plans for improvement. Learning labs are added or dropped depending on strengths and weaknesses identified from the data.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□

Learning labs during school and after school provide both extra help for struggling students and enrichment for accelerated students. IZone will allow students to do a different type of credit recovery program, rather than just repeating the same curriculum, and this program can be tailored to the students' needs.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

□ Students are provided access to virtual courses at any location with Internet access. This enables students to study and receive academic support while at home, a library, or other locations outside of the school day. Summer programs are tailored so that programs are customized. Students focus on standards which will improve their overall progress instead of repeating an entire class thereby reviewing content that they may have already mastered.

o Help provide an enriched and accelerated curriculum.

□ Overaged students can enroll in a senior leader program which allows them to take additional classes during the year and over the summer. This program provides an opportunity for students to complete graduation requirements in 3 years instead of 4. Other students are allowed to take accelerated English courses and tackle the English Regents' exam at the end of the 9th grade.

o Meet the educational needs of historically underserved populations.

□ Social worker and Advisors conduct home visits bridging the gap between school and community. The IZone technology will give us 90 laptops, in addition to 30 desktops. This will give access to computers to many students that lack that access at home. Our internship program and Career Development classes give students as early as 9th grade the exposure to careers and the world of work. More student can participate in internships with the flexible programming that IZone provides us.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

□ Small group advisories enable each student to be known personally by an adult. Schedules and programs are organized in order to meet students individual academic, social, and emotional needs. Students have individualized programs which allow them options such as staggered start times, individualized content area focus, enrichment, speech and language support, and electives. Internships allow students to explore and be supported around specific options prior to making a final decision regarding career focus.

o Are consistent with and are designed to implement State and local improvement, if any.

□ Intense technology integration in the learning environment helps prepare students for the 21st century. Standards based grading policies provide benchmarks for students that are aligned with state and local standards.

3. Instruction by highly qualified staff.

□ A pedagogue will be the technology person facilitating the online courses. He is certified in Special Education, and this means our students can get their assignments modified appropriately and get their individual needs met.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

□ Teachers are provided professional development around writing and implementing mastery learning objectives for students. IZone provides ongoing professional development for our teachers, and Replications, one of our partners, provides professional development in literacy based strategies, which has been a focus this year. Additional professional development will be planned as needs develop.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We are in touch with Teach for America, an organization from which we have been successful getting high quality teachers, and we reach out to colleges and a network of instructors. We have also utilized the Open Market system.

6. Strategies to increase parental involvement through means such as family literacy services.

Our PTA is working on developing monthly seminars and workshops for parents, and partnering with educational organization to provide resources for parents. This outreach will continue.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Our teachers meet as a team for two hours each week and we plan for this to continue. Data from assessments is analyzed together, and strategies for each student are offered and decided upon.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Finals are given at the end of each quarter. Student performance is analyzed as a team. Strategies for success are developed, and conversations with students occur. Learning labs are adjusted, and virtual courses can be added or dropped.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Students are all given Career Development training as they prepare for mandatory internship and job opportunities. Mentoring partnerships with organizations like 100 Black Men in Law Enforcement have been developed to help our most at-risk students. Our plan is for more partnerships and programs to be developed in the next year.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning

outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.
		Yes	No	N/A		
Title I, Part A (ARRA)	Federal	Yes			80,874	True 1, 2, 3
Title I, Part A (Basic)	Federal	Yes			91,519	True 1, 2, 3
Title III	Federal	Yes			163	True 1

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
 5. Provide instruction by highly qualified teachers;
 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 7. Provide strategies to increase parental involvement; and
 8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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.)
3
2. Please describe the services you are planning to provide to the STH population.
 Our students who are in temporary housing are supplied with business casual attire in order to support them in adhering to the dress code of the school. This also builds confidence and self esteem as they are not singled out. They have access to counseling and extracurricular activities. Outreach to families is done on a consistent basis to reassess needs.

Part B:

Part B - For Non-Title I Schools

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).
3

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

Our students who are in temporary housing are supplied with business casual attire in order to support them in adhering to the dress code of the school. This also builds confidence and self esteem as they are not singled out. They have access to counseling and extracurricular activities. Outreach to families is done on a consistent basis to reassess needs.

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 in your Children First Network.

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CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_12X479_021811-091548.docx

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 541	District 12	School Number 479	School Name BCCPrep
Principal Kizhaya A. Roberts		Assistant Principal Ellen Hales, Designee	
Coach		Coach	
Teacher/Subject Area Bibi F. Hussain, ESL		Guidance Counselor	
Teacher/Subject Area Katie Taylor, SpEd		Parent	
Teacher/Subject Area Kenneth Walk, History		Parent Coordinator	
Related Service Provider Lisa Godley, Speech		Other Nicola Bingham, CSW	
Network Leader John Sullivan, Replications		Other	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	7

C. School Demographics

Total Number of Students in School	83	Total Number of ELLs	9	ELLs as Share of Total Student Population (%)	10.84%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Identification Process

In order to assure that all English Language Learners (ELLs) are equitably and appropriately identified, enrollment forms include the Home Language Survey which initiates the identification process. When a student with a native language, home language, or primary language other than English enrolls in school, the following steps are followed.

- a. Pupil Accountant informs the ESL teacher when there is a newly admitted student. The ESL teacher completes the HLIS with the parent and student to determine LAB-R administration eligibility.
 1. The ESL teacher, or designee, administers an initial screening using the Home Language Survey. The designees include either the Principal or Assistant Director of Operations.
 2. The Home Language Survey is reviewed by the ESL teacher and the student is either declared eligible for testing or English proficient.
 3. If the student is eligible for testing, we determine the student's level of English language proficiency by administering the LAB-R. This is administered by Bibi Hussain, NYS TESOL Certified
- 3a. Student interviewed in English and Spanish by ESL teacher. If other NL Translation Unit is used.
4. Based on the results of the screening, the student will be determined to be:
 - a. Fully proficient in English
 - b. Limited English Proficient
5. Students with Limited English Proficiency are eligible for ESL services.
6. The amount/frequency of ESL services will be based on the student's proficiency level and New York State guidelines.
7. Within 10 days of the student's enrollment, the ESL teacher will notify the parent in writing of the student's eligibility to participate, the type, and amount of ESL services.
8. Parents are given an orientation on the school community and the free-standing ESL program the school provides. During the orientation, parents are made aware of the various language acquisition programs in New York City public schools. They are asked to consent program services. Parents may choose from Dual Language, Bilingual or Freestanding ESL programs; understanding that only Freestanding ESL is available at BCCPrep. The ESL teacher provides an Orientation to explain the HS graduation requirements, show the ELL Parent Orientation Video and assist parents in completing the Parent Survey & Program Selection Form. Parents are informed that BCCPrep does not currently have a transitional bilingual or dual language program. Every effort is made to transfer students if Bilingual or dual language is first choice. Most parents choose to remain at BCCPrep in an ESL program.
9. The ESL program at BCCPrep is fully inclusive. The ESL teacher has both an American Literature and Writing Composition course with both general education and ELLs.
10. In addition to ESL services, the ESL teacher provides technical assistance to classroom teachers to ensure that effective Sheltered Instruction strategies and modifications are in place.
11. The ESL teacher administers the NYSESLAT every spring and informs the programmer of the changes to be made given the

students' language acquisition progress.

12. ESL teacher distributes letters by mail and forms are backpacked, mailed and given out at meetings. ESL teacher contacts all ELL parents bi-monthly by mail, phone or face-to-face.
13. ELLs are programed into ESL teacher's advisory, English course, push-in science class and virtual language classes. We do not have a bilingual program, but ELLs are encouraged to take the LOTE Regents Examinations in their NL. In addition, ELLs scheduled for virtual lanauge classes to support NL literacy.
14. Most parents want a bilingual program to support students in passing NYS Regents but choose to remain at BCCPrep for the virtual courses and internship program. We only get one or two newcomers a year, should more newcomers enrol a bilingual program would be established.
15. We have enrolled all Spanish speaking ELLs into Spanish virtual courses to support native language literacy. All Ells are encouraged to challenge the Foreign Language Regents to earn FL credit.
16. When we have 15 ELLs with the same NL whose parents' choose bilingual we will begin a transitional bilingual program in three core content areas: Math, Science and Hisory.

Targeted Populations Committee for ELLS

For each student that is eligible for ESL services, we have assembled a targeted Populations Committee (which includes the Principal, the ESL teacher, the Learning Specialist, the parent and the student) The Targeted populations Committee addresses the following issues:

1. Student's English Language Development through:
 - a. ESL services
2. Classroom modifications
3. Student Assessment through:
 - a. Content assessments
 - b. Statewide assessments
2. Career and College opportunities for the ELL
3. Community Resources for the ELL
4. Social or cultural concerns

Part III: ELL Demographics

A. ELL Programs

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

K <input checked="" type="radio"/>	1 <input checked="" type="radio"/>	2 <input checked="" type="radio"/>	3 <input checked="" type="radio"/>	4 <input checked="" type="radio"/>	5 <input checked="" type="radio"/>
6 <input checked="" type="radio"/>	7 <input checked="" type="radio"/>	8 <input checked="" type="radio"/>	9 <input checked="" type="radio"/>	10 <input checked="" type="radio"/>	11 <input checked="" type="radio"/>
			12 <input checked="" type="radio"/>		

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% →</small>										0	0			0

75%:25%)														
Dual Language (50%:50%)										0	0			0
Freestanding ESL														
Self-Contained										0	0			0
Push-In										9	11			20
Total		0	0	0	0	0	0	0	0	9	11	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	10
SIFE	6	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	10

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	7	4	1	3	1	2	10	1	7	20
Total	7	4	1	3	1	2	10	1	7	20

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										9	0			9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	9	0	0	0	9								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Academic Program

The Language Acquisition Program at BCCPrep is an inclusive one where the ESL teacher provides language acquisition services through a rigorous academic program complimented with opportunities for experiential learning. BCCPrep provides relevant internships, service learning and challenging academic classes. In our first year, we accepted eighty-one freshmen. Of these students, twenty-five were able to participate in internships throughout New York City. Interns were able to learn from professionals in the field at sites such as: Bad Boy Productions, Sean John Fashion Line, Hebrew Home for the Aged, Channel 12 and the READ program. We encourage inquiry and experiential learning both inside and outside of the classroom. As a result, students exemplify BCCPrep's core principles as they develop the responsibility, teamwork, and resiliency needed to meet the demands of college and pursue fulfilling careers.

Our goal is to provide children with valuable and enriching connections with the world. We encourage students to share their cultures, belief systems and heritage in classes. In fact, a couple of our students recently shared their perspective on being Muslim and new immigrants in one of our Global Studies classes. They demonstrated Arabic script and showed their Q'ran. The ecology course was intentionally created to expose students to their surrounding environment and cause them to interact with it in a new way. Many of our students begin high school with a third grade reading level. Students receive their mandated minutes through their Health, American Literature and Writing Composition sheltered courses. The ESL teacher is the instructor for the aforementioned courses, where the students are both ELLs and general education students. The ESL teacher also uses an integrated team teaching instructional model to provide language acquisition and literacy support in the Living Environment course. ELLs in the Living Environment course receive

additional support through an academic literacy course called Life Science team which utilizes an integrative team teaching model with the special education teacher and the speech therapist.
We encourage reading in school and at home in order to see dramatic improvements within their first year with us. This is especially true

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154	30 minutes per week	30 minutes per week	180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

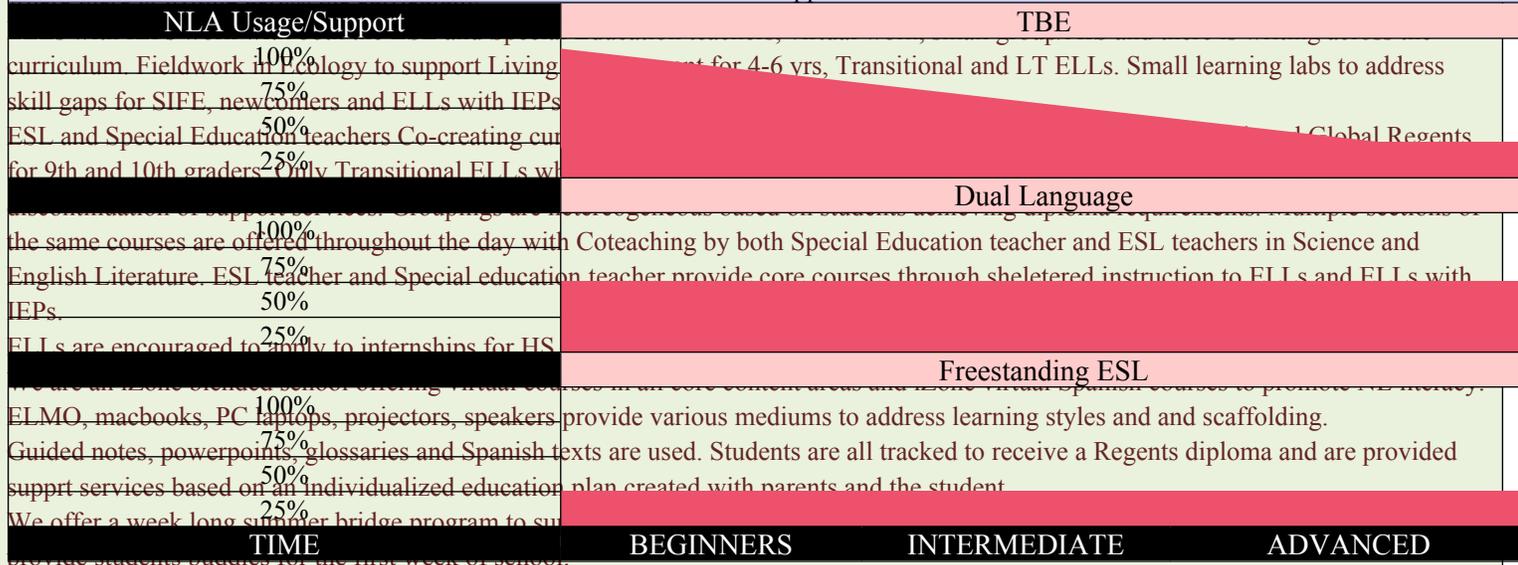
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154	30 minutes per week	30 minutes per week	180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Newcomers are assigned virtual coursework to address skill and content gaps and promote language acquisition. They are also

Native Language Arts and Native Language Support

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



ELL Population

Our current ELL population is 9.5% of our entire student body. Currently, one of our ninth grade ELLs and one Transitional ELL are in an advanced math program. Each is enrolled in a Geometry course, for they have passed the Integrated Algebra Regents.

Of our 8 ELLs, five have Individualized Education Plans (IEPs). Six of our ELLs are long term ELL and we currently have one Students with Interrupted Formal Education (SIFEs).

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Assessment Data

In June 2010, 59 students in our founding cohort were administered the Integrated Algebra Regents. Within the total population of our school 54% passed the Math Regents with a 65% or above. Of the 59 students who sat for the exam, 8% earned a score of 75% or more. Of the 35 General Education Students who sat for the exam, 57% passed. In June 2010 we had 9 English Language Learners (ELLs); two were newcomers who were admitted to the New York City Department of Education during the Spring Semester of 2010. Within the ELLs population of BCCPrep, 6 students sat for the Integrated Algebra Regents. Of the total number of ELLs who were administered the exam, 17% passed.

Upon closer examination of the ELL population, 5 of the 9 ELLs are categorized as Long Term, having received ESL services for six or more years. As of June 2010, 100% of our Long Term ELLs are classified as Learning Disabled on their Individualized Education Plans. We provide transitional services to our 14 former ELLs. Of the 14 former ELLs, 11 sat for the Math regents. 91% of our former ELLs passed the math regents, 36% scoring 75 or better.

Within our Special Education population, 7 students were administered the Integrated Algebra Regents. 14% passed the regents; this same percentage earned a score of 75 or better.

We have reviewed the biographical and anecdotal information for the ELLs who were administered the Integrated Algebra Regents in June 2010. Of the ELLs who failed the math test, two were outliers, in having been absent 0.6% of the school year. Within their Advisory file there are numerous references to social and emotional concerns that inhibited these two females from successfully acclimating to our rigorous academic culture. Their counseling services were limited given the lack of a bilingual guidance counselor or social worker. Moving forward we have established a more supportive relationship with both families and one student has been receiving services from an outside agency.

For the larger population, we speculate there is a closer correlation between student attendance and performance on state assessments. The one ELL without an IEP who sat for the math regents failed; however, she missed 26 days of instruction during the 2009-2010 academic year and of the days she was present 101 she was marked as tardy. Of the one ELL with an IEP who scored a 73, he was absent only 7 days. The remainder of ELLs who have IEPs and failed regents, having removed the outliers from the equation, ranged from 16%-27% days not in attendance.

Given the unveiled correlation, for the 2010-2011 academic year the ESL teacher has been added to the Attendance and Academic Achievement team (AAA). AAA consists of the Community Assistant, who is bilingual, school Social Worker, Business Manager and ESL teacher. This team meets daily to create proactive solutions to the attendance and achievement of all students, concerning itself primarily with early identification of At-Risk students. Once a week, they meet with the entire faculty and staff to collect and disseminate information.

C. Schools with Dual Language Programs

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

Not Applicable

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The ESL Teacher provides Professional Development on literacy and language acquisition strategies during the faculty meetings. The ESL teacher also sits on the Humanities Team and Math/Science Team Meetings to provide insight on instructional strategies and differentiation for ELLs.

ELLs stay with their Advisor for the first 2 yrs. All transitional ELLs are provided support by ESL teacher and given test mods for 2 yrs after achieving proficient on the NYSESLAT.

ESL and Sped teachers provide information about student classifications and share best practices in staff meetings. Attendance is taken. ESL teacher also sits in Math/Science Team weekly meeting.

We are a new school in our 2nd year. We do not have: AP's, Counselors, or a Parent Coordinator. The ESL teacher provides PD to the whole team throughout the year. The ESL teacher is sent to Common Core Standards training and ESL compliance workshops.

ELLs are placed in same gender advisories to support them through the acculturation process. The ESL teacher will observe students, have parent conferences and collaborate with teachers, counselors and other team members to support them in meeting students' needs.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

The School Leadership Team and Parent Teacher Association meet monthly. Translation services are provided and the ESL teacher usually attends. There is an Open School Night in September where parents are provided with information on how best to support their children and the means of gaining information about their children's progress. Parent Teacher Conferences follow the first term report cards to create individualized plans for students. Advisors maintain communication with parents throughout the academic year. Parents are invited to attend monthly awards ceremonies and bi-yearly talent shows. Communication is written in English and Spanish. For students whose NL is Urdu or Arabic, utilize translation unit. Parents are invited to participate in PTA and SLT. PTA is planning to support more student activities beginning spring 2011 with the talent show. Partnerships with Affinity Health offering information and insurance to families and Bethex offering workshops, checking and savings accts to families and students. Parents are invited to meet with the ESL teacher in Sept to review graduation requirements and assess family supports that may be needed. These are then shared with Advisor and social worker. Parents can call both ESL teacher and Dean who have cellphones and are both bilingual. Parents are invited to create individualized learning plans with child and Advisor. These plans are revisited every term. parents are given access to classes, grades and attendance virtually.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Algebra</u>	6	5	0	1
Math <u>Geometry</u>				
Biology				
Chemistry				
Earth Science				
Living Environment		3		0
Physics				
Global History and Geography				
US History and Government	0	3	0	1
Foreign Language	0	6	0	6
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

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

BCCPrep utilizes Performance Series for its diagnostic assessment. In addition all term finals are aligned to the Regents exams to provide a

Additional Information

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

BCCPrep is a pilot for the NYCDOE iZone Program. Our ELLs receive additional support through virtual English classes with the ESL teacher and Native Language virtual courses. Students are encouraged to utilize virtual courses for their Regents content areas at home as study aides. Performance Series is given 3 times a year to help evaluate students. Most students need support in Grammar, Writing, math and Reading comprehension. Writing is a needs area that will be addressed with new Grammar workshop course and writing across the curriculum initiative. Writing is consistently weak across 9th and 10th grades. Students are also assessed using both TL and NL. Students programs are changed each term to provided needed supports. ELLs need more targeted vocabulary and grammar. Translation support is given for HW help only. Virtual courses are assigned for NL literacy. Spanish texts This additional support provides students with more continuous access to academic language to facilitate their language acquisition for the Regents content areas.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other <u>Katie A. Taylor</u>		
	Other <u>Bibi F. Hussain,</u> <u>ESL</u>		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	BRONX CAREER AND COLLEGE PREPARATORY HIGH SCHOOL						
District:	12	DBN:	12X479	School		321200011479	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	v	Ungraded
	2		6		10	v	

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K		0	0				87.2
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				
Grade 4		0	0				
Grade 5		0	0				
Grade 6		0	0				
Grade 7		0	0				
Grade 8		0	0				
Grade 9		84	77				
Grade 10		0	77				
Grade 11		0	0				
Grade 12		0	0				
Ungraded		0	0				
Total		84	154				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
			92.7

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
		60.0	78.3

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
			7

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
			0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes		0	5	Principal Suspensions			5
# in Collaborative Team Teaching (CTT) Classes		13	26	Superintendent Suspensions			2
Number all others		2	5				

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants			0
Early College HS Program Participants			0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD	Number of Teachers			7
# in Dual Lang. Programs		0	TBD	Number of Administrators and Other Professionals			3
# receiving ESL services only		8	TBD	Number of Educational Paraprofessionals			0
# ELLs with IEPs		5	TBD				

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			11	% fully licensed & permanently assigned to this school			85.7
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			28.6
American Indian or Alaska Native		0.0	0.0	% core classes taught by "highly qualified" teachers			64.7
Black or African American		33.3	39.0				
Hispanic or Latino		59.5	55.2				
Asian or Native Hawaiian/Other Pacific		1.2	1.9				
White		2.4	1.3				
Male		38.1	40.3				
Female		61.9	59.7				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good	Improvement	Basic	Focused	Comprehensive
Improvement Year 1					
Improvement Year 2					
Corrective Action (CA) – Year					
Corrective Action (CA) – Year					
Restructuring Year 1					
Restructuring Year 2					
Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	
Math:		Math:	
Science:		Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students							
Ethnicity							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	NR			Overall Evaluation:	NR		
Overall Score:				Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:				Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:				Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the</i>				Quality Statement 5: Monitor and Revise			
Student Progress:							
<i>(Comprises 60% of the</i>							
Additional Credit:							

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
– = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf