



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BRONX CAREER & COLLEGE PREPARATORY HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000) 12X479

PRINCIPAL: KIZHAYA A. ROBERTS

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SUPERINTENDENT: GERALDINE TAYLOR-BROWN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Kizhaya A. Roberts	*Principal or Designee	
Melanie Speed	*UFT Chapter Leader or Designee	
Glen Simmons	*PA/PTA President or Designated Co-President	
Savina Collazo	DC 37 Representative, if applicable	
Randy Borden	Student Representative	
Joseph Catano	Student Representative	
Kenneth Walk	Member/SLT Chairperson	
Maria Avellanet	Member/Parent	
Elsie Catano	Member/ Parent	
Margaret Cox	Member/ Parent	
	Member/	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2012, 75% of all teachers will revise their lessons to include content and skills that are aligned with Common Core Standards, as measured by administrators' observations and conferences with teachers.

Comprehensive needs assessment

The school currently serves grades 9-11 and will serve grade 12 for the first time next year. The school is in its 3rd year of existence and it has been a challenge to plan for college readiness when we are building curriculum on each grade as we enter the academic year. Current curriculum does not evidence college readiness or alignment with the common core standards. This year, we will focus on the core academic courses to ensure that they align with common core standards.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response: Prior to June 2012, constituents will engage in the following:

- Teacher teams receive professional development on how to design curriculum maps and units of study which align with common core standards.
- Department teams meet weekly to revise curriculum.
- Teachers receive feedback from Principal and Assistant Principal regarding alignment of maps to common core standards.
- Grade level teams meet weekly to discuss student achievement and look at student work to adapt, modify, and improve skill and content focus outlined in curriculum maps.
- Curriculum binders are kept with samples of lesson reflections and student work.
- Teachers summarize the differences between their prior maps and common core aligned curriculum maps.
- Curriculum maps are public and shared with all faculty.
- Course syllabi are designed and shared with students, parents, and other school faculty.

Strategies to increase parental involvement

- the Common Core Learning Standards are available and explained to parents at PTA meetings
- implementing a curriculum aligned to the Common Core State Learning Standards;
- course syllabi are available and sent to parents
- provide instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Strategies for attracting Highly Qualified Teachers (HQT)

- Our primary mode of recruitment of Highly Qualified Teachers is referrals. We have a range of experience and expertise on our instructional team already. We often recruit by asking teacher to speak with former colleagues, grad students, or friends who would be interested in working in a positive, high achieving environment such as ours.
- Once teachers are aboard, they will be provided with high quality professional development based on a rubric to support and improve teacher effectiveness
- Teachers will be observed frequently and consistently and receive feedback on how to improve professional practices.
- Teachers will engage in intervisitations to learn from qualified peers.

Service and program coordination

- College Now program is coordinated by Assistant Principal, Ellen Hales. This program will provide an open line of communication with the goal of defining college readiness, especially in the areas of Mathematics and Literacy.

Budget and resources alignment

- As Assistant Principal, Ellen Hales will coordinate the College Now Program. Budget Code GGQUQ
- An Assistant Principal, Pamela Lee has been brought on board to focus on curriculum planning and improving the quality of instruction. Budget Code GIFX9.
- Staff developers have been hired to ensure that teachers understand how to meet students needs. Budget code GI4UR
- School social worker provides trainings to support teachers to connect with the academic and social emotional needs of students. Budget code GEPUD

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June 2012, teacher effectiveness will be improved in Mathematics by aligning instruction with the Common Core Standards, as measured by Administrators' observations of lessons and teacher conferences.

Comprehensive needs assessment

Amongst all departments, math has been the lowest performing. Our typical pass rate on standardized assessments hovers around 40% and teachers state a need for professional development.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response: Prior to June 2012, constituents will engage in the following:

- The math department will identify two power standards from the Common Core Learning Standards.
- The mathematics department will receive professional development on how to deconstruct a standard.
- The mathematics department will be provided with samples of performance tasks which align with the city wide expectations.
- The mathematics department will work jointly during common planning time to develop a unit of study and culminating performance tasks.
- The math department will receive professional development on how to use Cornell Notes, improve questioning strategies, and provide multiple entry points to address the needs of students with disabilities and English Language Learners.
- Math teachers will conduct intervisitations and provide feedback to one another using common language.

Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Strategies for attracting Highly Qualified Teachers (HQT)

- Our primary mode of recruitment of Highly Qualified Teachers is referrals. We have a range of experience and expertise on our instructional team already. We often recruit by asking teacher to speak with former colleagues, grad students, or friends who would be interested in working in a positive, high achieving environment such as ours.
- Once teachers are aboard, they will be provided with high quality professional development based on a rubric to support and improve teacher effectiveness
- Teachers will be observed frequently and consistently and receive feedback on how to improve professional practices.
- Teachers will engage in intervisitations to learn from qualified peers.

Service and program coordination

- College Now program is coordinated by Assistant Principal, Ellen Hales. This program will provide an open line of communication with the goal of defining college readiness, especially in the areas of Mathematics and Literacy.

Budget and resources alignment

- Highly Qualified Math teachers have been hired. Budget Codes GEPUK and GIAZ6
- As Assistant Principal, Ellen Hales will coordinate the College Now Program. Budget Code GGQUQ
- An Assistant Principal, Pamela Lee has been brought on board to focus on curriculum planning and improving the quality of instruction. Budget Code GIFX9.
- Staff developers have been hired to ensure that teachers understand how to meet students needs. Budget code GI4UR

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

By June 2012 the number of students who are promoted in grades 9 and 10 will improve by 6%-10% as measured in comparison to last years promotion rates.

Comprehensive needs assessment

33% of our 10th graders and 31% of our 9th graders are repeating the grade. Credit recovery options have not been maximized at the school level and students have not performed as expected due to needed improvements in credit recovery. This is the school's first year with a guidance counselor and we intend to focus on this need.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - Hire a guidance counselor who will ensure that advisors and teachers have accurate information regarding promotion requirements.
 - Faculty will be trained on how to do effective student conferencing and help students to set SMART goals.
 - Students who are repeating the grade will work with the guidance counselor and teachers to achieve mid-year promotion.
 - January regents pass rates will be analyzed in order to refocus credit recovery efforts.
 - Provide professional development to teachers on APO software.
 - Integrate APO software into advisory curriculum to improve communication and do goal setting with students.
 - At risk students will be identified in order to put learning labs in place so that a student can receive support prior to losing credit.
 - IZone virtual coursework will be used to create opportunities for ongoing credit recovery.
 - Students will be provided with opportunities to meet with teachers during the school day in order to receive support with credit recovery.
 - An Articulation and Recovery of Credit (ARC) team will be formed and meet monthly. The ARC team will ensure the quality and credibility of credit recovery efforts.

Strategies to increase parental involvement

- Credit recovery policy will be outlined in writing and at meetings for parents.
- Parents will be provided with technology that they can use at home on an as needs basis.
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

Strategies for attracting Highly Qualified Teachers (HQT)

- Our primary mode of recruitment of Highly Qualified Teachers is referrals. We have a range of experience and expertise on our instructional team already. We often recruit by asking teacher to speak with former colleagues, grad students, or friends who would be interested in working in a positive, high achieving environment such as ours.

- Once teachers are aboard, they will be provided with high quality professional development based on a rubric to support and improve teacher effectiveness
- Teachers will be observed frequently and consistently and receive feedback on how to improve professional practices.
- Teachers will engage in intervisitations to learn from qualified peers.

Service and program coordination

- IZONE is a program for which the school has applied and been accepted. Through IZONE, BCC Prep will have access to technology resources that may have been financially inaccessible.

Budget and resources alignment

- Full time Guidance Counselor has been hired for the first time. Budget Code GINVU
- Technology Software Budget Code X4D9
- Technology Hardware Budget Code X4DA
- Technology Repair Budget Code X5PE

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	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	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	19	10	5	25	0	0	4	0
10	6	27	7	4	0	0	0	0
11	1	3	3	7	0	0	1	0
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Students are provided with tutorial services two (2) times per week during the school day. These tutorials are 45 minutes long and address academic deficits around literacy. The tutorials are targeted so that each student's specific learning goals are addressed.
Mathematics	Students are provided with tutorial services two (2) times per week during the school day. These tutorials are 45 minutes long and address academic deficits around mathematics. The tutorials are targeted so that each student's specific learning goals are addressed.
Science	Students are provided a small group tutorial that meets two times per week for 45 minutes during the school day. These Science Literacy tutorials focus on boosting student's vocabulary in preparation for Living Environment and Biology courses.
Social Studies	Students are provided a small group tutorial that meets two times per week for 45 minutes during the school day. This tutorials focus on boosting student's vocabulary in preparation for Living Environment and Biology courses.
At-risk Services provided by the Guidance Counselor	None
At-risk Services provided by the School Psychologist	None
At-risk Services provided by the Social Worker	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	
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP)

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundsen Jayne Godlews	District 12	Borough Bronx	School Number 479
School Name Bronx Career and College Preparatory Hig			

B. Language Allocation Policy Team Composition [?](#)

Principal Kizhaya A. Roberts	Assistant Principal Ellen Hales, Designee
Coach type here	Coach type here
ESL Teacher Eileen Berasi	Guidance Counselor Lana Bernath
Teacher/Subject Area Kenneth Walk, History	Parent type here
Teacher/Subject Area Pamela Hallman-Johnson, SpEd	Parent Coordinator Glen Simmons
Related Service Provider Nicola Bingham, CSW	Other type here
Network Leader	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	17
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	250	Total Number of ELLs	42	ELLs as share of total student population (%)	16.80%
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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. An initial informal oral interview is conducted by either of two Spanish-fluent pedagogues, Math teachers: Chang and Tejada, and community associate, Alvarez. In addition, we have a Hebrew-fluent History pedagogue as well as an additional History pedagogue conversant in Spanish. An additional History pedagogue from Jamaica is fluent in Patois. All of these individuals are available to help when interpretation and translation services are needed.
 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 proficiency by administering the LAB-R. This is administered by Eileen Berasi, NYS TESOL Certified. The Spanish LAB is administered by one of the aforementioned pedagogues/associates who are Spanish-fluent if the incoming student's initial LAB-R scores fall within the benchmark that determines eligibility for the Spanish LAB.
- 3a. The student is interviewed in English by the ESL teacher. A NL Translation Unit is used for Spanish as well as any other native language.
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 the 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 in, the type of, and the amount of, ESL services. Because we have not had so few new students as newcomers to this country, we have been meeting with parents (with a translator present) to discuss and decide upon the options open to them for language acquisition programs for their children. As such, we have not used the entitlement letter nor the parent survey and program selection form. Going forward we will use the appropriate forms; completed forms will be secured in the vault in which we keep all secure and confidential material.
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 to program services after being informed of, and choosing 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 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 their first choice. Most parents choose to remain at BCCPrep in an ESL program. This year, however, the parents of one student decided to send their son to a school that offered a bilingual program in Spanish.

9. 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.

10. The ESL teacher administers the NYSESLAT every spring and informs the programmer of the changes to be made given the students' language acquisition progress. RLER and RYOS ATS reports are used to determine NYSESLAT eligibility, years of ESL service, and proficiency levels. Based on the data in the reports, it is determined how to best accommodate students' needs and the particular area of English language acquisition that needs the most support: listening, speaking, writing, or reading. We have leased a new software package called Brain Pop ESL which firmly instructs and supports ELLs as they progress in listening, speaking and reading. Writing is supported through the use of Achieve 300 a computer-based program that levels reading and writing according to the needs of the learner.

11. ESL teacher distributes letters by mail and forms are backpacked, mailed, and given out at meetings. ESL teacher contacts parents bi-monthly by mail, phone or face-to-face.

12. ELLs are programmed into their classes and receive ESL support in all subject areas. Subject glossaries in Spanish are provided, and when available, in other native languages.

13. We do not have a bilingual program, but ELLs are encouraged to take virtual foreign language classes in their NL.

14. Most parents want a bilingual program to support students in passing NYS Regents but choose to remain at BCCPrep for the virtual foreign language courses and the internship programs. We tend to get only one or two newcomers a year; should more newcomers enroll, a bilingual program would be established.

15. When we have 20 ELLs with the same NL whose parents choose bilingual, we will begin a transitional bilingual program in three core content areas: Math, Science and History.

16. We have established a Targeted Populations Committee for ELLs to serve each student that is eligible for ESL services. This committee (which includes the Principal or Designee, the ESL teacher, the Learning Specialist, the parent and the student) will address the following issues:

1. Student's English language development through: ESL services
2. Classroom modifications
3. Student assessment through: Content assessments and Statewide assessments
4. Career and College opportunities for the ELL
5. Community resources for the ELL
6. 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 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Push-In	0	0	0	0	0	0	0	0	0	4	4	3	0	11
Total	0	0	0	0	0	0	0	0	0	4	5	3	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	15	Special Education	23
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	21

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	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	15	1	5	6	0	4	21	0	13	42
Total	15	1	5	6	0	4	21	0	13	42

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	0	0		!Un d
Chinese										0	0	0		0
Russian										0	0	0		0
Bengali										0	0	0		0
Urdu										0	0	0		0
Arabic										0	0	0		0
Haitian										0	0	0		0

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
French										0	0	0		0
Korean										0	0	0		0
Punjabi										0	0	0		0
Polish										0	0	0		0
Albanian										0	0	0		0
Yiddish										0	0	0		0
Other										0	0	0		0
TOTAL	!Un defi ned Boo kma rk, SPA K	!Un d	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	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	Err or! Boo km ark not defi ned.	0																	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	0	0	0	0			0	0
Chinese	0	0	0	0	0	0			0	0
Russian	0	0	0	0	0	0			0	0
Korean	0	0	0	0	0	0			0	0
Haitian	0	0	0	0	0	0			0	0
French	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								
Other	0	0	0	0	0	0			0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

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										22	12	4	0	38
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										1	0	1	0	2
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										1	0	1	0	2
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	0	0	0	0
TOTAL	0	24	12	6	0	42								

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Academic Program

The Language Acquisition Program at BCCPrep is an inclusive one where the ESL teacher provides language acquisition services through a rigorous 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 or sites such as Bad Boy Productions, Sean John Fashion Line, Hebrew Home for the Aged, Channel12 and the READ program. Last year, of our 152 students, 90 were able to participate in internships. In addition to the sites from the previous year, eligible students interned at the Police Dept. and Bethes Federal Credit Union. We encourage inquiry and experiential learning both inside and outside 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 future careers.

Our goal is to provide children with valuable and enriching connections to the world. We encourage students to share their cultures, belief systems and heritage in their classes. The Ecology course was intentionally created to expose students to their surrounding environment and cause them to interact with it in a new way. A Studio Art class, begun this year, has begun to introduce students to the world of the Visual Arts through an understanding of the elements of art and the principles of design as seen through the work of artists throughout the centuries. Through this process, students will witness "art" across cultures as they become familiar with the creativity that the world has to offer. As a specific example, they will begin the process of creating "masks" after viewing a PowerPoint presentation about masks from around the world and all of the different techniques, materials, colors and forms that are used by varying cultural and ethnic groups. The idea is to expand their vision, to make them witnesses to the bigger picture that is the global marketplace.

We encourage reading in our school and at home in order to see dramatic improvements within their first year with us. This is especially true for our ELLs and students with learning disabilities.

We attempt to cluster ELLs to provide scaffolding, however, we use heterogeneous groupings based on achievement of diploma requirements.

ELLs are serviced through push-in classes as well as self-contained classes. Beginners receive instruction in a self-contained environment seven periods per week (45 minutes/period) as well as through push-in classes. Intermediate and advanced ELLs are seen in a push-in environment in their content area classes. The English level breakdown of students is as follows: 7 Beginner, 23 Intermediate, and 12 Advanced. 9th period extra-help classes are conducted for ELLs who require and seek extra support.

Language support is provided in content areas through the use of native language glossaries, and a Spanish language History textbook. Native language reading materials are available. Exams are also available in major native languages.

Upon taking the LAB-R to determine the level of reading ability, a foreign Spanish-speaking newcomer is given the Spanish LAB to

A. Programming and Scheduling Information

further place the child's literacy status. Data from the test is used as a determination for placement in full-immersion content area classes or in a self-contained environment. All other ELLs, whether 4 to 6 years or Long-Term ELLs, are generally seen and supported in a push-in environment through content areas.

All teachers use Cornell Notes and several use guided notes and PowerPoints to deliver lessons daily. Vocabulary lists have been shared across departments to reinforce academic language acquisition. Students are assigned virtual coursework through our iZone blended school model to provide scaffolding and reinforcement. Outdoor Club and the Ecology course provide frequent field trips to reinforce content learned in the classroom. The Studio Art course will culminate in an end-of-year field trip to the Metropolitan Museum of Art so the students will be able to see first-hand some of the artistic treasures from around the world that they have been studying about all year. SIFE students are programmed for courses with smaller class sizes to address skill and content gaps.

ELLs with IEPs work with both the ESL and Special Education teachers. ESL and Special Education teachers co-create curriculum with the Humanities Dept to support achievement in English and Global Regents for 9th and 10th graders. Only Transitional ELLs who have passed the English, Global and Math Regents will be considered for discontinuation of support services. Groupings are heterogeneous based on students achieving diploma requirements. Multiple sections of the same courses are offered throughout the day with co-teaching by both Special Education teachers and ESL teachers in Science, History, and English Literature. The ESL teacher and Special Education teachers provide core courses through sheltered instruction to ELLs and ELLs with IEPs. ELLs are encouraged to apply to internships for HS credit; this

is done by working both inside and outside of the school environment. Students are encouraged to apply for internships with individual teachers, thereby gaining HS credit as they learn and begin to understand the nature of the school environment from a teacher's perspective. ELLs also actively participate in our performing arts programs.

ELMO, Macbooks, PC laptops, projectors, and speakers provide various media to address scaffolding and individualized learning styles. Guided notes, PowerPoints, glossaries and Spanish texts are used in the classroom. All students are tracked to receive a Regents diploma and are provided with support services based on an individualized education plan created with parents and the student.

We offer a week-long summer bridge program to support students in acclimating to the culture and acquiring student skills. We also provide students with buddies for the first week of school.

ELL Population

Our ELL population is 16.8% of our entire student body. Of our 42 ELLs, 22 have Individualized Education Plans (IEPs) and 21 are Long Term ELLs.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A			
Social Studies:	N/A			
Math:	N/A			
Science:	N/A			

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

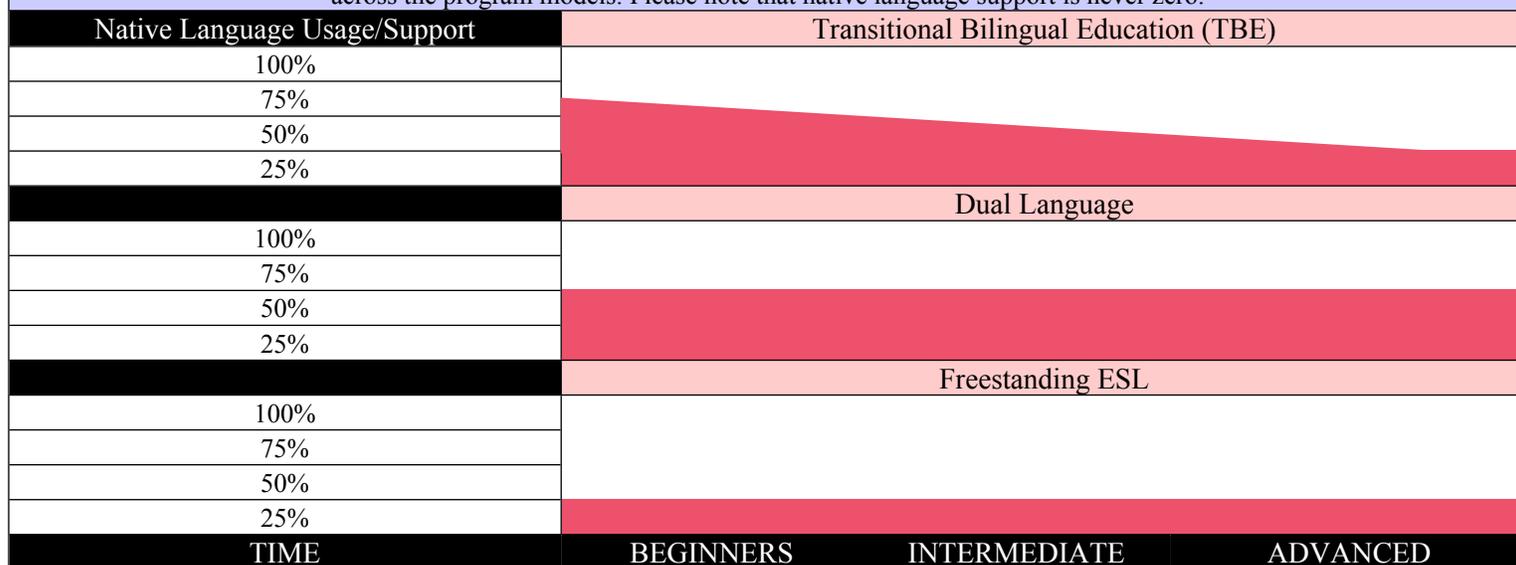
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

B. Programming and Scheduling Information--Continued

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

Assessment Data

In June 2011, 65 students were administered the Integrated Algebra Regents; 47.7% passed with a score of 65% or above. Of the 9 ELLs who sat for the exam, 33% of the total passed. For the Global History Regents, of the 45 students sat for the exam, 23 passed with a score of 65% or more and 2 passed with a score of 85% or more. Of the 5 ELLs who took the exam, 1 scored at 85% or more and 1 scored at 65% or more.

Upon closer examination of the ELL population, 21 of the 42 ELLs are categorized as Long Term, having received ESL services for six or more years. As of September 2011, 61.9% of our Long Term ELLs are classified as Learning Disabled on their Individualized Education Plans.

Within our Special Education population, 11 students were administered the Integrated Algebra Regents, with 45.45% passing at a score of 55% or better.

Native language support with reading and assessment materials is given for all ELL groups. Beginners receive 8th period free-standing ESL instruction Monday through Friday and an additional 9th period on Tuesdays and Thursdays. Push-in support is demonstrated in all content area classes.

To support beginner ELLs in the free-standing ESL environment, as well as in ELA classes, we have leased BrainPop ESL this year. Listening and speaking support is a key feature of this program, enabling pedagogical differentiation of instruction. Achieve 3000 is an additional software program that supports all ELLs (whether in the free-standing ESL environment or the ELA classroom) in providing leveled text to all students at various proficiency levels. No programs from prior years will be or have been discontinued. In addition to the self-contained environment for beginners, all ELLs are immersed in classes with full access to all content areas like the other students. All supplemental and school services available to the general population of students are available to ELLs, including tutorials and extracurricular activities and sports. As we do not have TBE or DL, our ESL environment provides native language support through reading materials, textbooks, and assessment materials including glossaries. Because of our full immersion program, all materials are age and grade appropriate in our beginners' classes because we are supporting content. For instance, in the beginner ESL classes, we support U.S. History through our interaction with maps, atlases, and globes. Learning the names and locations of all 50 states is a year-long project which also encompasses the greater context of the placement of the U.S. in North America and the world.

We have had a summer bridge program for reading and writing which was discontinued due to funding; however, we do still have a study skills and acclimating to school culture support program.

For the larger population, we speculate that there is a close correlation between student attendance and performance on state assessments. The remainder of ELLs who have IEPs and failed the Regents exam (having removed outliers from the equation) ranged from 15-25% 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 Special Ed coordinator, the Assistant Principal, Business Manager, ESL teacher, and the Social Worker. This team meets weekly to create pro-active 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 on an individual basis with content area teachers throughout the course of each week. The ESL teacher also sits on the Humanities Team Meetings to provide insight on instructional strategies and differentiation for ELLs.

ELLs stay with their advisor for the first two years. All transitional ELLs are provided support by the ESL teacher and given test modifications for two years after achieving proficiency on the NYSESLAT.

ESL and Special Ed teachers provide information about student classifications and share best practices in staff meetings.

We are a new school in our third year. As such, we have developed our staff to meet the growing demands of our student population, specifically our Special Ed and ELL populations which have grown considerably. To that end, our ESL teacher is sent to ESL literacy and compliance workshops to accommodate the needs of our ELLs and the requirements of the State. At least one additional staff member is engaged in the work of getting credentialed in ESL.

We provide Professional Development for all teachers during three additional days in August (beyond the DOE calendar) to learn how to help ALL students transition to the high school environment. Nothing extra is provided for the ELLs.

The ESL teacher sits in on "Advisory" Benchmark 1 meetings two times per week in addition to ELA Dept meetings. At these meetings, particular students' academic needs are addressed; the ESL teacher provides input and insight about the needs and progress of the ELLs in their English language development. Teachers' concerns regarding special accommodations for test-taking for ELLs are discussed as well as any other additional measures that can be taken and/or administered in the classroom to support ELLs in their acquisition of English.

The minimum 7.5 hours of ELL training for all staff (excluding teachers who hold bilingual or ESL licenses) is something we will have to add to our agenda for this year. As we were not aware of this requirement, it will be added to our to-do list of responsibilities towards advancing a positive ELL environment.

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 the Parent Teacher Association meet monthly. Translation services are provided and the ESL teacher usually attends. An Open School Night is conducted in September where parents are provided with information on how best to support their children and the means of gaining information about their child's progress. An ELL Parent meeting is set up in late September to keep the parents of ELLs abreast of the services available to their children and to review graduation requirements and assess family supports that may be needed. These are then shared with the Advisor and the Social Worker. A translator is available to facilitate understanding. 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 always written in English and Spanish. For students whose NL is Urdu or Arabic, we utilize a translation unit. Parents are invited to participate in PTA and SLT. PTA has begun to support more student activities starting in Spring 2011 with the talent show. Partnerships with Affinity Health offering information and insurance to families and Bethex offering workshops, checking and savings accounts

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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)										5	1	1		7
Intermediate(I)										12	7	4		23
Advanced (A)										6	5	1		12
Total	0	0	0	0	0	0	0	0	0	23	13	6	0	42

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

NYSESLAT Modality Analysis

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	9	0	3	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	4	0	2	0
Physics	0	0	0	0
Global History and Geography	6	0	2	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- 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 more accurate indicator of students' progress towards mastery of New York state standards. ELLs of BCCPrep demonstrate a deficiency in both reading and writing. For this reason, BCCprep has begun a literacy across the content areas initiative. In addition to push-in into content area classrooms to help ELLs on an individual and group basis, the ESL teacher is providing Professional Development in order to support all content teachers in incorporating literacy strategies in their daily lessons. Most newcomers achieve B on LAB-R and make little movement in their first NYSESLAT, but earn enough credits to be promoted. The implementation of BrainPop ESL, a computer program

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 in grammar, writing, math and reading comprehension: ELLs attend 9th period classes twice weekly for extra support in essay writing and reading. Students programs are changed each each term to provide needed supports. ELLs require more targeted vocabulary and grammar; glossaries are available to aid understanding when reading. 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.

In order to keep the lines of communication between school and parent open and interactive, all efforts are made to communicate with parents in their native language. According to Chancellor's Regulation A-663, we enter and maintain the preferred language preference for written and oral communication for every parent/guardian new to and enrolling in our school in ATS. Once translation services are determined to be a need, they are shared with the Main Office. Our support system of bilingual pedagogues and communiy associates has heretofore fulfilled all translation functions, but if a need beyond the abilities of our staff arises, we will look to the DOE's Translation and Interpretation Unit. Our bilingual staff community associate speaks with all parents and provides the Main Office with a spreadsheet outlining the parents who need oral and written translation support. Our bilingual staff ensures availability. The Main Office posts a sign in Spanish relaying the information that Translation Services are available. Currently, all school documents that are sent to our students' homes are provided in both English and Spanish (as Spanish is the first language of a high percentage of our students) and all announcements made over school Messenger have a bilingual option. All messages are created by bilingual staff and students (supervised by staff).

Part VI: LAP Assurances

School Name: BCCPrep		School DBN: <u>12X541</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kizhaya A. Roberts	Principal		10/31/11
Ellen Hales	Assistant Principal		12/19/11
Glen Simmons	Parent Coordinator		12/19/11
Eileen Berasi	ESL Teacher		12/19/11
	Parent		1/1/01
Kenneth Walk	Teacher/Subject Area		12/19/11
Pamela Hallman-Johnson	Teacher/Subject Area		12/19/11
	Coach		1/1/01
	Coach		1/1/01
Lana Bernath	Guidance Counselor		12/19/11

School Name:

BCCPrep

School DBN: 12X541

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Network Leader		1/1/01
Nicola Bingham	Other <u>Social Worker</u>		12/19/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12X479 **School Name:** Bronx Career & College Preparatory

Cluster: 2 **Network:** 206

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.

Student interns and bilingual staff are used to translate oral and written communication home to parents. All of our periodic assessments including term finals and Regents examinations are given in native as well as English language and students have access to glossaries in their native language during classes and for all assessment opportunities.

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

The ESL Department needed to purchase glossaries and native language materials, so the ESL Department chairperson has a budget she controls to that end. This budget is transparent and public to the school leadership team and PTA. Internships for bilingual students are open to all.

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.

This following information covers both question 1 and question 2 below: All performance assessments and term finals are turned in for administrative review six to eight weeks prior to their delivery, and once approved, dual language versions are created. Parents have a choice with our message system to press a button for Spanish in communication made by telephone. In-house interpreters are made available for all parent conferences.

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.

This following information covers both question 1 and question 2 below: All performance assessments and term finals are turned in for administrative review six to eight weeks prior to their delivery, and once approved, dual language versions are created. Parents have a choice with our message system to press a button for Spanish in communication made by telephone. In-house interpreters are made available for all parent conferences.

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>.

At BCCPrep, we notify parents at all PTA meetings and parent/teacher conferences that these services are available. We orally ask parents if they would prefer a Spanish translator.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Bronx Career & College Prep	DBN: 12x479
Cluster Leader: Charles Amundsen	Network Leader: Jayne Godlewski
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We are not funded with Title III yet have an afterschool, zero credit English program which meets 2 days per week. Students are able to receive support in Language Acquisition. English is the Language of instruction and there is 1 certified ESL Teacher who teaches it. The teacher is provided with basic supplies and materials and has been given access to Brain Pop to support students.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

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

Begin description here: Funds for Title III are not currently available to the school. As a result we reach out to our Network to provide training for the teacher whenever necessary. Kristen O'Brien, a former ESL teacher has also served as a mentor for the ESL Teacher.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

Begin description here:

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		