



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BRONX CAREER & COLLEGE PREPARATORY HIGH SCHOOL

DBN: 12X479

PRINCIPAL: KIZHAYA ROBERTS

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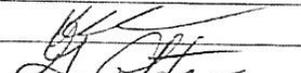
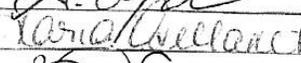
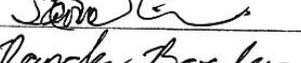
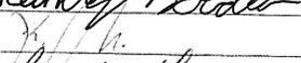
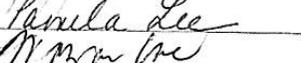
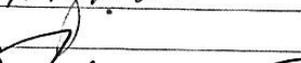
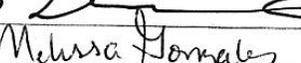
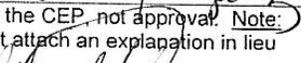
SUPERINTENDENT: ELAINE LINDSEY

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 Roberts	*Principal	
Gerald Cofta	*UFT Chapter Leader	
Maria Avellanet	*PA/PTA President	
Savina Collazo	DC 37 Representative	
Randy Borden	Student Representative	
Kenneth Walk	Member/SLT Chairperson /UFT	
Pamela Lee	Member/CSA	
Margaret Cox	Member/Parent	
Stephanie Davis	Member/Parent	
Sherline Delile	Member/Parent	
Melissa Gonzalez	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

Ashanti Alvarez Student Representative 

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

Two thirds of our students will demonstrate a growth of one or more grade levels as evidenced by a collection of student work showing mastery of targeted grade level common core learning standards in core content areas by June 2013.

Comprehensive needs assessment

Common core aligned units of study and corresponding performance tasks that have been completed by students are able to effectively measure student outcomes. By adding a portfolio process and strategically looking at student work as aligned to standards, we would effectively measure both outcomes and growth. Students' skills, knowledge, development and critical thinking will be assessed through a comprehensive collection of student work and presentations that will highlight growth and/or areas in need of improvement.

Instructional strategies/activities

- Students will be given diagnostic assessments to determine their grade appropriate target.
- Students will be taught to use "Levels of Understanding" as a tool to communicate understanding to the teacher.
- Students present pieces of work on a panel to be evaluated by peers and teachers.
- Departments will use protocols to look at student work and develop instructional strategies to move students forward.
- Teachers will keep track of low, medium and high student progress and growth from unit to unit.
- Teacher teams receive professional development on how to design Common Core aligned units of study.
- Teacher teams receive professional development on backwards mapping assessments, objectives, and learning experiences that connect with curriculum maps.
- Department teams meet consistently to discuss strategies for differentiation and planning for student misconceptions.
- Teachers receive feedback from Principal and Assistant Principals regarding alignment of units to common core standards.
- Department level teams meet weekly to discuss student achievement and look at student work to adapt, modify, and improve skill and content focus outlined in unit plans.
- Curriculum binders are kept with samples of units, lesson reflections and student work.
- Teachers summarize the differences between prior units and common core aligned units.
- Curriculum maps are public and shared with all faculty.
- Course syllabi are designed and shared with students, parents, and other school faculty.
- Supervisor will review instructional maps and provide feedback.
- Department Chairpersons will participate in a four session course that will help them to develop a unit of study.
- Instructional leads and Department Chairpersons will turnkey information to content area teams.
- Instructional coherence will be determined through a process of review and feedback.

Strategies to increase parental involvement

Parents have 24 hour access to the Jupiter Grades system which will help them to determine their child's current course progress. Monthly reports are sent to families and reviewed with students to consistently measure levels of achievement. School provides assistance to parents in understanding City, State and Federal standards and assessments, in a format, and in languages that parents can understand. Parents are invited to attend student presentations, related programs, meetings and other activities. The distribution of a monthly newsletter is designed to keep parents informed about how to better support their child's high school experience.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Supervisors, teachers and support staff members will work together to meet this goal. Ongoing professional development to enhance instruction is provided in the areas of curriculum development and unit mapping. Resources such as "Kumon" are provided based on instructional needs. Kumon provides individualized lesson plans to help your child achieve success in math and reading. Students develop competencies of learning, strong study skills and confidence. These supports boost achievement for students who need to improve at a rate faster than one grade level per year.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

Teacher effectiveness in the Mathematics Department will increase as evidenced by a 10% increase in Integrated Algebra regents pass rates by June 2013

Comprehensive needs assessment

Based on performance series diagnostic assessments administered July 2012 – September 2012, over three quarters of our students were performing below grade level in common core learning standards for mathematics. Eighth grade assessment data corresponds with internal diagnostic assessment data and we have noticed this trend over the past two years. The school needed to design a plan to increase engagement in mathematics while addressing targeted gaps. Student performance on the Integrated Algebra Regents needs to improve and students need to reach the mark of readiness sooner. In order to support math engagement and achievement the majority of students need additional instructional time in mathematics. Additionally, teachers need targeted professional development to support students varied needs.

Instructional strategies/activities

- Teachers will offer office hours two times per week to support tutorials at the end of the school day.
- Math teachers will provide small group tutoring and instruction to students during the school day.
- Math teachers will develop strategies to increase students ability to use and develop mathematical models
- The majority of students taking an algebra course will have the opportunity to participate in math blocks that provide a double period of instructions.
- Math teachers will have collaborative planning time allocated in their schedules on a daily basis as a comparative tool in assessing student progress.
- CFN Achievement specialist will model quality instructional practices.
- Math teachers will meet with a supervisor weekly for focused cycles of professional development that include opportunities for collaborative observation and planning.
- School supervisors will develop an Achieve Now Academy Program to develop student proficiencies around technology and perseverance in problem solving.
- Special Education and Inclusion teachers will work collaboratively with their co-teachers to improve instruction and provide differentiated supports for students with special needs.
- Additional courses added in mathematics to increase instructional time and credit accumulation

Strategies to increase parental involvement

Graduation requirements will be discussed with parents/guardians. 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. Parents are invited to participate in the “Achieve Now Academy” to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology. Jupiter Grade’s is provided as a communication tool to keep parents informed with behavioral and academic progress.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

Varied Resources are allocated based on instructional needs. The Math Department is provided with discretionary funds to support the learning and achievement of students that might fall outside of the traditional scope of the regular school day. Achieve now academy provides materials and training to help students improve their achievement level, e.g., literacy, math and use of technology.

Teacher effectiveness program provides professional development to support effective classroom observations and useful administrative feedback.

Students are given double blocks of instruction to support achievement and college readiness.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

The school environment will improve through preventative and restorative practices as evidenced by a 10% decrease in school wide suspensions.

Comprehensive needs assessment

- Based on data recorded in the Online Occurrence Reporting System, the number of incidents at the school needs to be reduced. Systems and structures have been identified to increase student safety. Preventative & restorative practices will positively impact student suspension.

Instructional strategies/activities

- School wide systems and structures will be put into place.
- Students will receive peer mediation.
- The school will implement a comprehensive incident reduction plan.
- Attendance and academic achievement committee will meet regularly to support students.
- Teachers, deans, counselors, and other school staff will focus on restorative practices and strategies around positive behavioral interventions and supports.
- Train the special education coordinator on the process around creating behavioral intervention plans to more adequately assess the needs of students and available social and emotional supports.
- There will be increased visibility and presence in public spaces to monitor student activities.
- School supervisors will follow up with teachers each time an incident occurs in a class to ensure that teachers planning for differentiation include supports for both behavior and instruction.
- Streamline parent communication and outreach via a weekly spotlight to ensure parents are involved in community events and aware of community issues.
- Focus on community building and celebration to improve the tone and climate of the school through PSAL, school dances, and various activities that enhance school spirit.

Strategies to increase parental involvement

Written occurrence reports are made available to parents for any of their child's disciplinary incidents. Information is provided to the extent practicable in the languages that parents can understand. Meaningful parent participation on School Leadership Teams, Parent-Teacher Association, and Title I Parent Committee is encouraged in creating and maintaining effective school wide practices in regards to incident reduction. A student handbook is distributed to students and parents outlining school wide expectations and policies. Parents and students are provided with the discipline code book along with access to an online system called Jupiter Grades to track and monitor student behavior in their preferred language.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

Deep Sea Innertainment, Inc. provides a student leadership and development program. Activities and events are consistently planned a the dedicated staff member in charge of coordinating student activities. Support staff members work together to ensure successful event planning. Students are involved with planning and executing regularly scheduled activities. School Guidance Counselor provides and supports healthy social wellbeing and growth. Students voted for and formed a well functioning student government. Partnership with Children offers daily program supports for counseling, peer mediation, and social/emotional support groups.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal # 4

Teachers will exhibit growth in the area of deepening professional learning communities and team practices as evidenced by uniform school wide practices in order to foster student achievement.

Comprehensive needs assessment

Based on data from last year's Quality Review an identified area of improvement was deepening teacher team practices in order to strengthen student achievement.

Instructional strategies/activities

- Departments have co-developed action plans to include the selection and use of classroom strategies that will provide greater access points to students.
- A supervisor works with the teacher to meet specific goals as outlined collaboratively by the teacher and supervisor to support individual needs.
- Each professional learning community has a supervisory point person.
- Department meeting minutes are recorded and reviewed by supervisors so that consistent feedback and support is provided.
- Teacher teams meet regularly to analyze student work, which guide their focus on next learning steps.
- Teacher teams use protocols for looking at student work.
- Teacher teams look at data for students in the lowest third and other subgroups.
- Teacher teams establish action plans with benchmarks and assessments to monitor student outcomes.

Strategies to increase parental involvement

Providing opportunities for school faculty 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. 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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

Teachers participate in the Teacher Effectiveness Program in order to strengthen and build effective teaching practices as outlined in the Citywide Instructional expectations. Designated staff turnkey materials and information to ensure an overall school effect. Teachers engage in collaborative team meetings both internally and with support of external professional developers.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Tiered Interventions Deep Sea Innertainment, ESL support services	Small Group 1:1 tutoring	During the school day and afterschool
Mathematics	Tiered Interventions Reading in the content area Writing in response to complex text	Small Group 1:1 tutoring	During the school day and afterschool
Science	Tiered Interventions Reading in the content area Writing in response to complex text	Small Group 1:1 tutoring	During the school day and afterschool
Social Studies	Tiered Interventions Reading in the content area Writing in response to complex text	Small Group 1:1 tutoring	During the school day and afterschool
At-risk services	Tiered Interventions At Risk Counseling Group Counseling Partnership for Children	Small Group 1:1 tutoring	During the school day and afterschool

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

- New teacher mentors will participate in the New Teacher Center Mentoring Program.
- New teachers will receive the support of an additional year of mentoring.
- Teachers set goals based on improving effectiveness and reflect on those goals throughout the year.
- Principal and Assistant Principals will participate in the Teacher Effectiveness Pilot and norm assessment of instructional quality.
- Principal and Assistant Principals will participate in the Teacher Effectiveness Pilot and provide clear and specific feedback to assist teachers in improving instructional practices.
- Teacher's effectiveness and growth will be documented based on the Danielson rubric of teacher practice and shared with teacher and other school supervisors based on frequent informal observations.
- Each teacher will participate in a planning conference, full period observation, and post conference with the Principal or Assistant Principal.
- Teachers will reflect on practice and share reflections when meeting with a supervisor.
- Teachers will engage in inter-visitations and receive feedback based on the Danielson rubric of teacher practice from one or more peers.
- The Principal will set aside observation or "coaching" days specifically to monitor and provide feedback on teacher practice.
- Using ARIS, Teachers will be provided with access and recommended to view professional development videos which demonstrate exemplary practice in grade and content area.
- Using ARIS, the Principal will monitor the number of times teachers were observed and provided with feedback based on the Danielson rubric of teacher practice.
- Using ARIS, the Principal will keep track of the feedback and next steps for each teacher.
- Teachers will reflect on feedback and improve practices.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy

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 Teacher 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 faculty 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-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-Teacher Association, and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a dedicated staff person to serve as a liaison between the school and families. The Parent Liaison 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 Liaison 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;
- Providing a monthly report of student attendance or progress.

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

- Providing a weekly call -“The Spotlight” which updates families on school events and activities.
- Holding an annual Curriculum night during our 1st round of Parent/Teacher conferences.
- Hosting educational family events which may include an Arts show, Family Day, Winter Talent Show, and Poetry Café.
- Encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association, and Title I Parent Committee;
- Establishing a Parent Resource Area in our main office.
- Encouraging more parents to become trained school volunteers.
- Providing monthly progress reports that are given to keep parents informed of their children’s progress
- Developing and distributing a monthly newsletter designed to keep parents informed about school how to better support their child’s high school experience.
- Developing a school website to keep parents informed about school activities and student progress.
- Providing parents with written occurrence reports for any of their child’s disciplinary incidents.
- Providing school information to the extent practicable in the languages that parents can understand.

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

- Providing a weekly call -“The Spotlight” which updates families on school events and activities.
- Holding an annual Curriculum night during our 1st round of Parent/Teacher conferences.
- Hosting educational family events which may include an Arts show, Family Day, Winter Talent Show, and Poetry Café.
- Encouraging meaningful parent participation on School Leadership Teams, or Parent-Teacher Association and Title I Parent Committee;
- Establishing a Parent Resource Area in our main office.
- Encouraging more parents to become trained school volunteers.
- Providing monthly progress reports that are given to keep parents informed of their children’s progress

- Developing and distributing a monthly newsletter designed to keep parents informed about school how to better support their child’s high school experience
- Developing a school website to keep parents informed about school activities and student progress.
- Providing parents with written occurrence reports for any of their child’s disciplinary incidents.
- Providing school information 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.

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 flexible times, e.g., morning, evening.
- 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 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 faculty by:

- ensuring that faculty 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;

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-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;

Student Responsibilities:

- Adhere to the Standards of Professionalism
- Uphold the school's core values
- 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 put forth my best effort to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	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		!Und
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	EP																		
Spanish		0																	0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
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
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: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										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

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).

A. Programming and Scheduling Information

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 puh-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 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

A. Programming and Scheduling Information

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

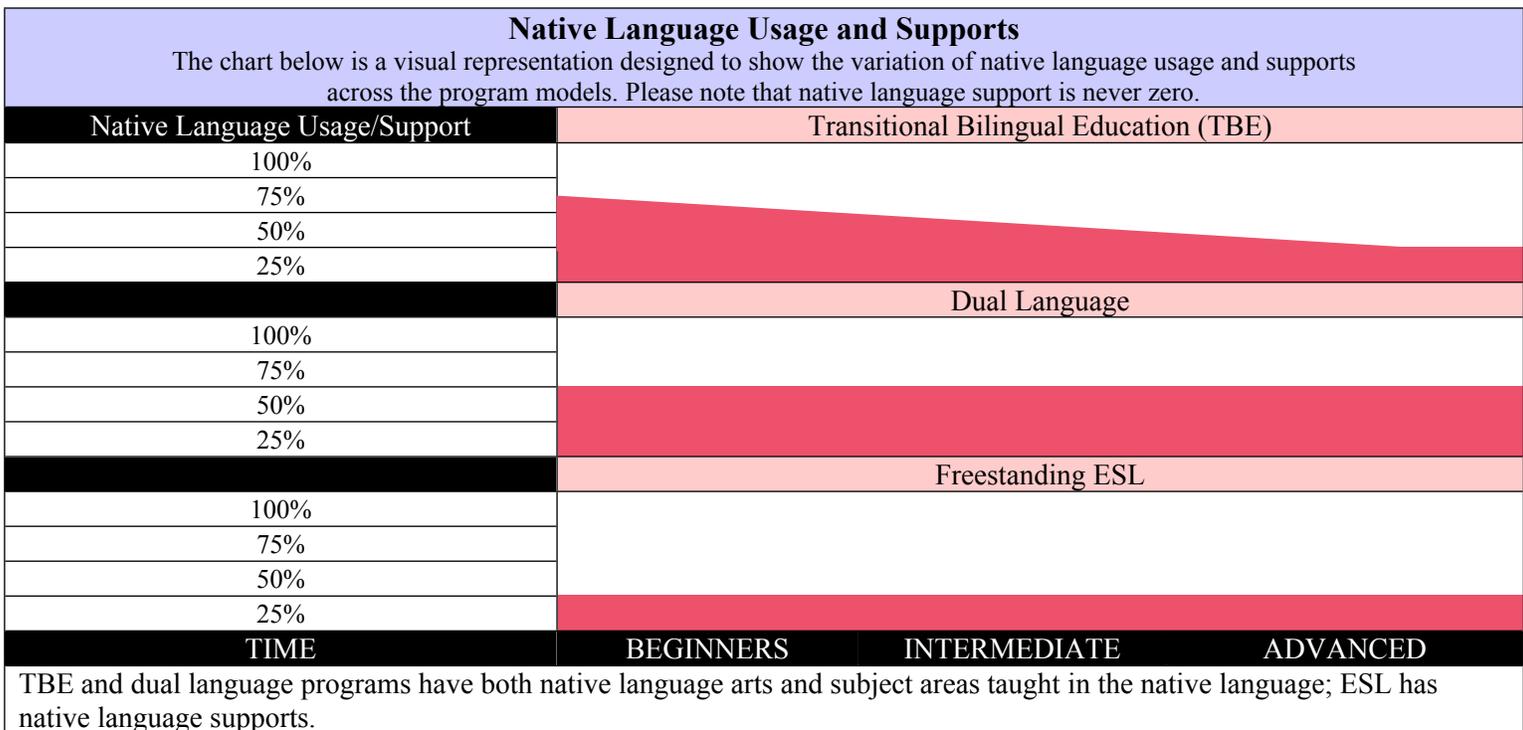
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A			
Social Studies:	N/A			
Math:	N/A			
Science:	N/A			

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

	Beginning	Intermediate	Advanced
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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



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.

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 supports to families and students. Parents can call both the ESL teacher and the Dean who have cellphones. Parents are encouraged and invited to create individualized education plans with their child and Advisor. These plans are revised every term. Parents are given access to classes, grades, and attendance virtually. We currently do not have a parent coordinator; however, we do have a bilingual staff community associate who acts as a liaison between parents and school, providing not only information to our ELL parents, but a level of ease and security to enhance and further the interaction.

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													
	I													
	A													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	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
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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 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)	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

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 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 specifically targeting ELLs, has been newly implemented in weekly English classes as well as twice-weekly after school to facilitate and encourage ELLs' motivation to achieve success and self-confidence as English Language learners and speakers. Writing is a critical needs area and is being addressed with PDs for all teachers across the curriculum. We constantly use data to drive instruction in all content areas as well as the beginner ESL classes. The NYSESLAT will be one more piece of data that will be analyzed to determine additional support in course offerings. All ELLs were given the Regents exam in both English and their native language. All chose to complete the English version, so it is difficult to find a pattern since their choice was to complete the English version. We have learned that the ELLs are struggling more than any other group in the school. Therefore, in order to make progress, we have purchased supplemental materials such as BrainPop ESL, English-Spanish glossaries, and English-Spanish picture dictionaries. The free-standing ESL Beginner class and the 9th period tutorial further enhance support. Virtual Spanish is offered to all students and ELLs. In addition, supplemental material is provided in the native language as well as English.

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 community 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: 12X541

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

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)
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
	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

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.

2012-13 Comprehensive Education Plan (CEP)

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: Zaharakis	Network Leader: Godlewski
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 10 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 0 # 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: ELL students are taught 2 periods per week after school, in addition to their regular in-school direct instruction that is 2 periods each day plus push-ins. They are taught by an ELA certified teacher who is studying to acquire TESOL certification during the after school portion. She teaches them listening, speaking, reading and writing English. Students during school (beginning and intermediate) are taught in a dedicated 2 period per day class by an ESL certified teacher, and he pushes into other classes for the additional mandated minutes and to service the advanced students. He also will push into science and math classes beyond the mandated minutes (supplemental) to provide support around vocabulary acquisition. This will be 5 periods per week. We will also be offering an after school program designed to support the social and emotional needs of students, and this program will specifically target our ELL population. It will provide them a safe, inclusive environment with which to express themselves through the arts, and give them counseling support as well.

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: We have offered professional development around co-teaching which supports teachers around how to plan for students with special needs. A session on November 19 was offered to teachers on co-teaching strategies, and ways to ensure students with special needs have their needs met. We will be offering professional development around integrating technology into the classroom which will help support the ELL population. We also taught teachers how to use Brain Pop, a program that supports language acquisition.

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

Part D: Parental Engagement Activities

Begin description here: Parents are invited to all Parent Teacher Association functions and meetings. They are invited in letters and phone calls in their native language. Our College presentation will have a bilingual person lead the discussion, and we are letting parents know about this through letters and phone calls in their native language. We send all letters home in both English and Spanish. Our weekly spotlight, an automated phone message, goes out in English and Spanish to keep parents abreast of what is happening at BCC Prep.

Part E: Budget

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

Allocation Amount: \$0

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		